

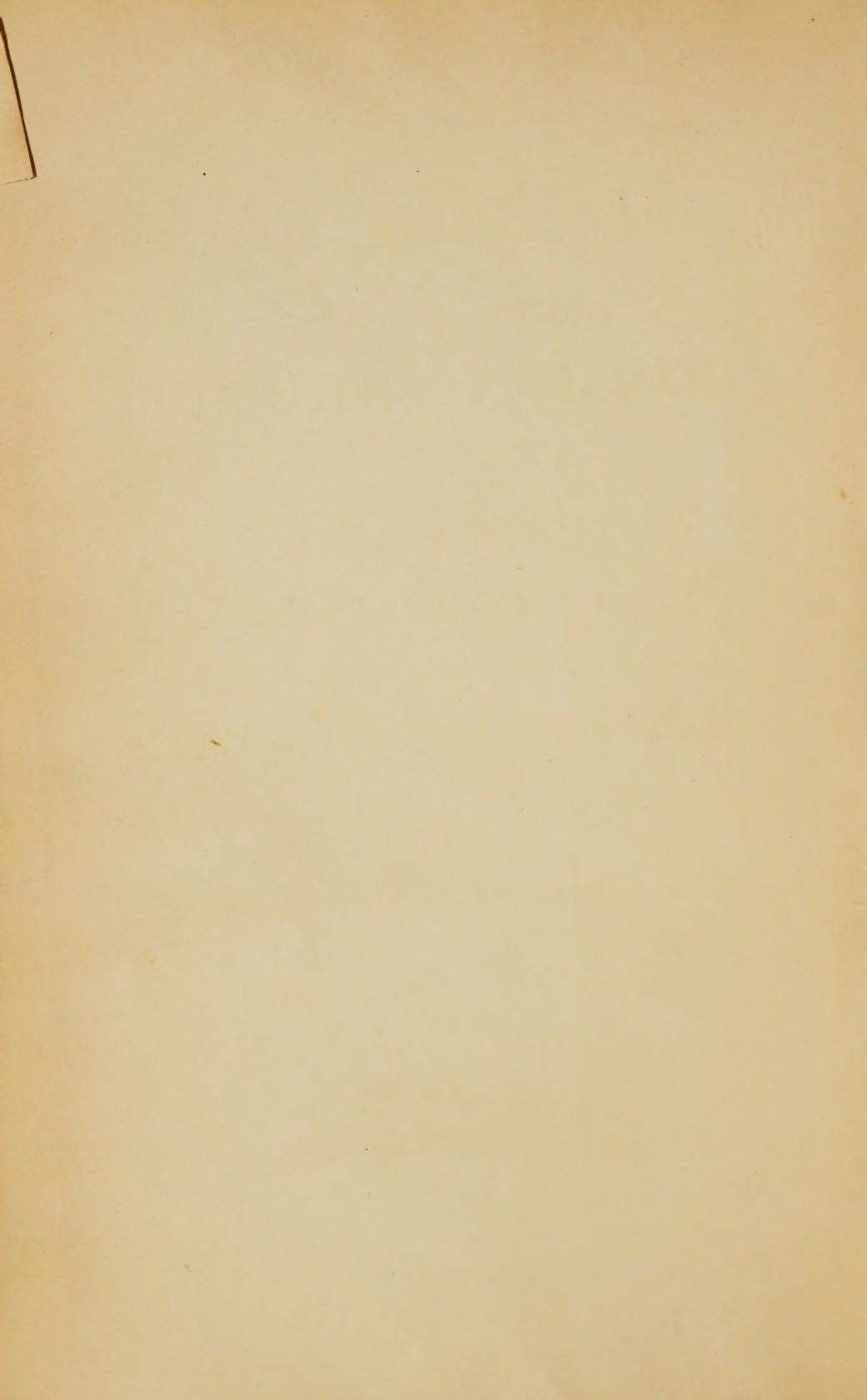
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Ontario Education, Sept. 1.

(ANNUAL) REPORT

OF THE

NORMAL, MODEL, GRAMMAR

AND

COMMON SCHOOLS

IN

ONTARIO,

FOR THE YEAR 1869.

WITH APPENDICES,

BY THE CHIEF SUPERINTENDENT OF EDUCATION.

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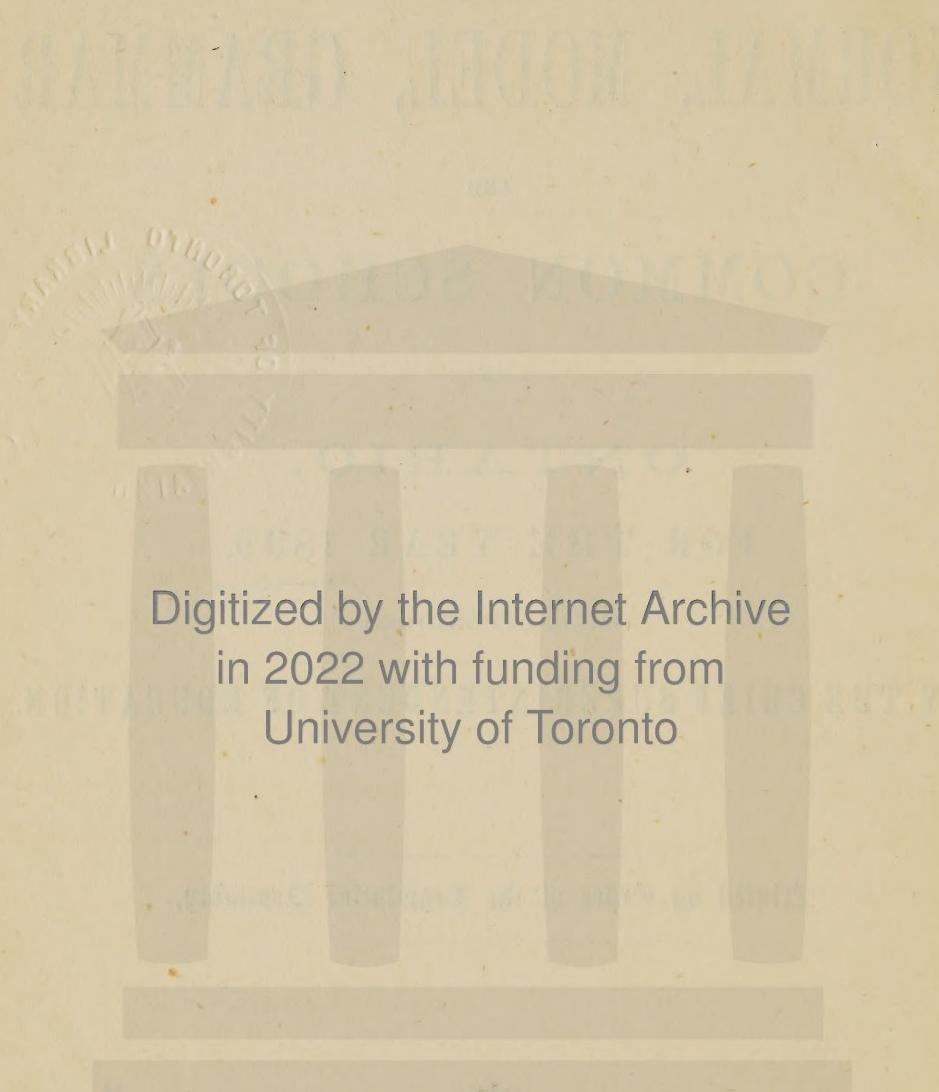
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Department of Public Instruction for Ontario,

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EDUCATION OFFICE,

TORONTO, 27th August, 1870.

SIR,—I have the honour to transmit herewith, to be laid before His Excellency the Lieutenant-Governor, my Report of the Normal, Model, Grammar and Common Schools of Ontario, during the year 1869, including a Statistical Statement of other Educational Institutions, as far as I have been able to obtain information respecting them. To my Report I have added an Appendix, which contains copious extracts from local reports, and various documents and papers illustrative of the means which have been employed to promote the improvement and extension of the Grammar and Common Schools throughout Ontario.

I have the honour to be, Sir,

Your obedient servant,

(Signed,) E. RYERSON.

To the Honourable MATTHEW CROOKS CAMERON, M.P.P.,

*Secretary of the Province,*

*Toronto,*



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PART I.

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GENERAL REPORT.

1869.

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# ANNUAL REPORT

OF THE

## Normal, Model, Grammar and Common Schools IN ONTARIO, FOR THE YEAR 1869.

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### PART I.—GENERAL REPORT.

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*To His Excellency the Honourable WILLIAM PEARCE HOWLAND, C.B.,  
Lieutenant Governor of the Province of Ontario:—*

MAY IT PLEASE YOUR EXCELLENCY,

As required by law, I herewith present my Report on the condition of the Normal, Model, Grammar and Common Schools of the Province of Ontario for the year 1869.

As the increase of the School Fund from local sources during the year 1868 was nearly *twice* as large as that which had taken place during any year since the establishment of the School System, I anticipated little, if any increase, from the same sources during the year 1869; but I am happy to be able to state, that although *increase* of Fund by local effort in 1868 was \$118,997 (\$53,027 of which was applied to *increase* the salaries of teachers)—the increase of the Fund for 1869 by the same local efforts is \$38,093, of which \$28,622 have been expended in increasing the salaries of teachers. The increase of pupils in the schools has been 12,531. The whole number of pupils in the schools is 432,430. I will now give a summary view from the Statistical Tables.

#### I.—TABLE A.—RECEIPTS AND EXPENDITURES OF COMMON SCHOOL MONEYS.

1. The amount apportioned from the Legislative Grant was \$171,143—decrease \$844. The amount apportioned for the purchase of maps, apparatus, prize and library books, was \$13,078—decrease, \$651.

2. The amount from *Municipal* School Assessment was \$372,743—increase, \$10,368.

3. The amount from *Trustees'* School Assessment was \$890,834—increase, \$35,295. The amount of *Trustees'* Rate Bills for School fees was \$45,709—decrease, \$5,160, showing the steady decline of *rate bills*, and increase of *Free Schools*.

4. The amount from Clergy Reserve balances, and other sources, applied to School purposes, was \$333,916—decrease, \$914.

5. *The total receipts* for all Common School purposes for the year 1869 amounted to \$1,827,426—increase over the total receipts of the preceding year, \$38,093.

*Expenditures.*

1. For salaries of teachers, \$1,175,166—increase, \$28,622.
2. For maps, globes, prize books and libraries, \$29,626—decrease, \$1,531.
3. For sites and building of school-houses, \$191,370—increase, \$5,060.
4. For rents and repairs of school-houses, \$54,009—decrease, \$601.
5. For school books, stationery, fuel, and other expenses, \$174,724—increase, \$4,911.
6. Total expenditure for all Common School purposes, \$1,624,896—increase, \$36,461.
7. Balances of school moneys not paid at the end of the year when the returns were made, \$202,529—increase, \$1,631.

**II.—TABLE B.—SCHOOL POPULATION, PUPILS ATTENDING COMMON SCHOOLS, DIFFERENT BRANCHES OF INSTRUCTION.**

An old statute still requires the returns of school population to include children between the ages 5 and 16; but the *school law* confers the *equal* right of attending the schools upon all residents in each School Division between 5 and 21 years of age.

1. School population (including only children between the ages of 5 and 16 years), 470,400—increase, 6,085.
2. Pupils between the ages of 5 and 16 years attending the schools, 409,184—increase, 11,392. Number of pupils of other ages attending the schools, 23,246—increase, 1,139. Total number of pupils attending the schools, 432,430—increase, 12,531.
3. The number of *boys* attending the schools, 229,685—increase, 7,878. The number of *girls* attending the schools, 202,745—increase, 4,653.
4. The number reported as *indigent* pupils, 3,425—decrease, 246.
5. The table is referred to for the reported periods of attendance of pupils, and the number in each of the several subjects taught in the schools.
6. The number reported as not attending any school, 34,660—decrease, 2,392. The decrease under this head the preceding year was 2,463. The ratio of decrease is gratifying; but I hope it will rapidly advance, and that this ominous and humiliating item will soon disappear altogether through the Christian and patriotic exertions of the people at large, aided by the universally desired amendments in the School Law on the subject of compulsory education.

**III.—TABLE C.—RELIGIOUS DENOMINATIONS, CERTIFICATES, ANNUAL SALARIES OF TEACHERS.**

1. *Number of Teachers, Male and Female.*—In the 4,524 schools reported, 5,054 teachers have been employed—increase, 58; of whom 2,775 are male teachers—decrease, 2; and 2,279 are female teachers—increase, 60.

2. *Religious Persuasions of Teachers.*—Under this head there is little variation. The teachers are reported to be of the following persuasions:—Church of England, 826—increase, 15; Church of Rome, 566—increase, 3; Presbyterians (of different classes), 1,573—increase, 9; Methodists (of different classes), 1,470—decrease, 36; Baptists (of different classes), 307—increase, 36; Congregationalists, 63—increase, 8; Lutherans, 18—decrease, 5; Quakers, 17—increase, 7; Christians and Disciples, 48—increase, 6; reported as Protestants, 105—increase, 2; Unitarians, 8—increase, 5; other persuasions, 14—decrease, 2; not reported, 39—increase, 10.

N.B.—Of the 566 teachers of the Church of Rome, 338 are employed in the Public Common Schools, and 228 are teachers of Separate Schools.

3. *Teachers' Certificates.*—Total number of certificated or licensed teachers reported is 4,920—increase, 38; Normal School Provincial Certificates, 1st class, 259—increase, 2; 2nd class, 342—decrease, 5; (no 3rd class Normal School Certificates are given); County Board Certificates, 1st class, 1,819—increase, 66; 2nd class, 2,117—decrease, 67; 3rd class, 383—increase, 42; not reported as classified, 134—increase, 20; certificates annulled, 11—increase, 1.

4. Number of schools in which the teacher was changed during the year, 659—decrease, 36.

5. Number of schools which have more than one teacher, 304—increase, 2.

6. *Annual Salaries of Teachers.*—The highest salary paid to a male teacher in a *County*, \$635—the lowest, \$80 (! !) ; in a *City*, the highest, \$1,300—the lowest, \$300 ; in a *Town* the highest, \$700—the lowest, \$300 ; in an *Incorporated Village*, the highest, \$600—the lowest, \$240. The *average* salary of *male* teachers in *Counties* was \$259—of *female* teachers, \$188 ; in *Cities*, of *male* teachers, \$602—of *female* teachers, \$229 ; in *Towns*, of *male* teachers, \$478—of *female* teachers, \$226 ; in incorporated villages, of *male* teachers, \$420—of *female* teachers, \$192. While the increase in the number of schools reported is 44, and the increase in the number of teachers employed is 58, and the increase in the number of pupils is 11,392, the increase in aggregate sum paid teachers is \$28,622. There is no increase in the largest salaries paid teachers ; the increase has been in adding a little more to the salaries of the poorer paid teachers. Amongst the worst enemies to the efficiency and progress of Common School education, are those trustees and parents whose aim is to get what they mis-call a cheap teacher, and who seek to haggle down the teacher's remuneration to as near starvation point as possible, though, in reality, they are intellectually starving their own children and wasting their time by employing an inferior teacher. Business men find it to their interest to employ good clerks, as one good clerk is worth two poor ones ; and in order to obtain and retain good clerks they pay them good salaries. Experience has long shown the soundness of this business rule and practice in the employment of teachers ; yet how many trustees and parents, in school matters, abandon a rule on which not only the merchant, but the sensible farmer acts in employing labourers, preferring to give high wages for *good* labourers, than to give lower wages to poor labourers.

IV.—TABLE D.—SCHOOL SECTIONS, SCHOOL-HOUSES AND TITLES, SCHOOL VISITS, SCHOOL LECTURES, SCHOOL EXAMINATIONS AND RECITATIONS, TIME OF KEEPING OPEN THE SCHOOLS.

1. The whole number of *School Sections* reported, 4,598—increase, 43, chiefly in new townships. The number of *schools reported as kept open* is 4,524—increase, 44, these mostly in new townships.

2. *Number of Free Schools*—schools supported entirely by rate on property, and which may be attended, as a matter of right, by all residents between the ages of 5 and 21 years without payment of fees, is 4,131—increase, 145. Number of schools partly free—that is, with a rate bill of twenty-five cents or less per month—is 393—decrease, 101. I may repeat here, that whether the schools are free or not depends upon the local votes of the ratepayers at their annual meetings in School Sections, and in the election of Trustees in cities, towns and incorporated villages ; but a general wish has been expressed that all the Common Schools should be made free by law—that twenty years have now elapsed since the question was left as a subject of discussion and voting at the annual school meetings, and that there is no good reason for keeping it open any longer as a subject of neighbourhood agitation, as the voice of the country has been fully and repeatedly expressed on it by making 4,131 of them entirely, and the other 393 nearly free.

3. The number of *school-houses built during the year* in counties was 169, of which 44 were of brick, 30 of stone, 67 frame, and 28 log, in new townships. Only one school-house in a city is reported as having been built during the year ; 4 in *towns*, and 2 in incorporated villages. All these are built of brick except one, which is frame.

4. The whole number of school-houses reported is 4,553, of which 815 are *brick*, 427 *stone*, 1,817 *frame*, 1,469 *log*—decrease of the last, 59.

5. *Titles to School Sites.*—*Freehold*, 4,078—increase, 14 ; *Leased*, 346—increase, 25 ; *Rented*, 95—decrease, 5 ; not reported, 34.

6. *School Visits.*—By Local Superintendents, 10,188—decrease, 444 ; by Clergymen, 6,447—decrease, 2,045 ; by Municipal Councillors, 1,547—decrease, 180 ; by Magistrates, 1,832—decrease, 117 ; by Judges and Members of Parliament, 310—decrease, 132 ; by Trustees, 18,613—decrease, 1,290 ; by other persons, 35,639—decrease, 3,158. Total School Visits, 74,576—decrease, 7,366. It will be observed that there is a decrease of School Visits by each class of School Visitors, and an aggregate decrease of 7,366, while

there was an increase the year preceding of 3,482 visits. I am unable to give any explanation of this painful fact ; but I hope it does not indicate any diminution of zeal and interest in Common School education on the part of those whose duty, and interest, and privilege it is to elevate and strengthen public opinion in this first work of civilization, and by personal presence and counsel to prompt and encourage the most indifferent parents to educate their children.

7. *School Lectures.*—By Local Superintendents, 2,780—increase, 96 ; by other persons, 327—increase, 35. Whole number of School Lectures, 3,127—increase, 131. There is a gratifying increase under this head. The lectures delivered by others than Local Superintendents are, of course, voluntary ; but the law requires that every Local Superintendent should deliver, during the year, at least one lecture on education in each School Section under his charge ; and the number of School Sections reported, with schools open in them, is 4,524. There are, therefore, 1,744 School Sections, with schools open, in which the requirement of the law, in regard to delivering an educational lecture, has not been observed. The statistical table shows the counties in which this neglect of duty occurs. The state of the weather, and other circumstances, may, in some instances, prevent the discharge of this duty, but cannot account for the failure in 1,744 School Sections. The practice of giving lectures on various subjects is becoming every year more general and popular. It would be singular, indeed, if one lecture a-year in each School Section, on some subject of educational requirement or progress, could not be made instructive and popular. It is, however, gratifying to observe that the number of visits to schools by Local Superintendents is equal to the requirements of the law.

8. *Time of Keeping the Schools Open.*—The average time of keeping the schools open, including the holidays, *eleven months and four days*—decrease, one day. This is nearly twice the average time of keeping open the Common Schools in the States of Pennsylvania and Ohio, and about three months more than the average time of keeping them open in the States of New York and Massachusetts—arising chiefly from our making the apportionment of the School Fund to School Sections not according to population, but according to the average attendance and the time of keeping open such schools—that is, according to the work done in such schools.

9. *Public School Examinations.*—The whole number of Public School Examinations was 6,970—decrease, 173 ; considerably less than two for each school, though the law requires that there should be in each school a public *quarterly* examination, of which the teacher should give notice to trustees and parents of pupils, and to the school visitors (clergymen, magistrates, &c.) resident in the School Section. It may not, perhaps, be easy to keep up the interest of *quarterly* examinations in each school, though this was useful at the beginning of the system ; but there certainly should be *half-yearly* Public School Examinations, as in the Provincial Model School—the one before the Christmas holidays, and the other before the long Summer vacation. During the last two years there has been a decrease of nearly 500 in these very important Public School Examinations. I think the time has arrived to make it my duty hereafter to withhold the apportionment of the School Fund from the schools in which this provision of the law is violated. Good teachers do not shrink from, nor are indifferent to, public examinations of their schools. They seek occasions to exhibit the results of their skill and industry ; but incompetent and indolent teachers shrink from the publicity and labour attendant on public examinations of their schools. The novelty and excitement connected with such examinations *twice* a year, together with tests of efficiency on the part of teachers, and of progress on the part of pupils, cannot fail to produce beneficial effects on parents, pupils and teachers, as well as on the interests of general and thorough Common School education ; and such examinations twice a year will doubtless command a large attendance of parents, trustees, and friends of the pupils of the school.

10. *The Number of Schools holding Public Recitations* of prose or poetry by the pupils was 2,412—increase, 80. This exercise should be practised in every school, as it tends to promote habits of accurate learning by heart, improvement in reading and spelling, and is an agreeable and often amusing diversion for all parties concerned. The little episodes of such exercises in the ordinary routine of school duties exert a happy influence upon the

minds of pupils and are happy interludes in the work on days of public examinations ; and the more agreeable and attractive such exercises, as well as school accommodations, can be made, the more rapid and successful will school progress become.

11. *School Prizes and Merit Cards.*—The number of schools in which prizes are reported as having been distributed to reward and encourage meritorious pupils, is 1,357—decrease, 164—though there has been an increase in the aggregate amount of prize books applied for and sent out to the schools. In every instance, as far as I can learn, where the distribution of prizes has not proved both satisfactory and beneficial, the failure may be traced to the want of intelligence or fairness, or both, in the awarding of them. In some cases it may be ascribed to the same causes which caused the violation of the law in not holding public examinations of schools—the want of competence and industry in teachers—their not attending to and recording the individual conduct and progress of each pupil, and, therefore, the absence of data essential to an impartial and intelligent judgment as to the merits of pupils. In other cases, there has been a desire to give something to every pupil without reference to either conduct or progress, in order that none may complain, thus defeating the very object of prizes, and rejecting the principle on which the true system of prizes is established, and on which the Divine Government itself is based, namely, *rewarding every one according to his works.* I may here repeat again what I have already remarked on this subject, that the hackneyed objection as to the distribution of prizes exciting feelings of dissatisfaction, envy and hatred in the minds of those who do not obtain them, is an objection against all competition, and is therefore contrary to every-day practice in all the relations of life. If the distribution of prizes is decided fairly according to merit there can be no *just* ground for dissatisfaction ; and facilities are provided to determine the merit of *punctuality, of good conduct, of diligence, of proficiency* on the part of each pupil during each term of the year—a four-fold motive to exertion and emulation in every thing that constitutes a good pupil and a good school. But the indifferent and flagging teacher does not wish such a pressure to be brought to bear upon his every day teaching and attention to everything essential to an efficient school ; nor does he desire the *test* of a periodical examination of his pupils by an examining committee to be applied to his teaching and management of the school. The objection that the distribution of prizes to deserving pupils excites the envy and hatred of the undeserving, is a convenient pretext to protect and permit incompetence and indifference on the part of the teacher.

But the existence of such alleged dissatisfaction is no reason for refusing rewards to punctuality, to good conduct, to diligence, to proficiency on the part of pupils. There is often great dissatisfaction on the part of unsuccessful candidates and their friends in the results of Municipal and Parliamentary elections, and the distribution of prizes by Agricultural and Horticultural Associations ; but this is no argument against the value of free and elective institutions ; nor does it prevent the people generally from honouring with their suffrages those on whose merits they place most value, even though they may sometimes err in their judgment. Nor do the managers of Agricultural and Horticultural Societies withhold prizes from the most successful cultivators of grains and vegetables, and fruits and flowers, because of dissatisfaction among the envious of the less diligent and less skilful farmers and gardeners.

It is the very order of Providence, and a maxim of Revelation, that the hand of the diligent maketh rich, while idleness tendeth to poverty ; that to him that hath (that is, improves what he hath) shall be given, and the neglecter shall be sent empty away. Providence does not reverse its order of administration, because some persons are discontented and envious at the success of the faithful diligence and skill of others. Nor does Providence appeal alone to the transcendental motives of duty, gratitude, immortality, but presents also the motives of the life that now is, as well as of that which is to come.

I prefer the order of Providence, and the principles on which our civil institutions and all our associations for public and social improvements are conducted, to the dead-level notions of stationary teachers, and the envious murmurings of negligent pupils and their misguided friends.

An explanation of this feature of our school system will be its best justification, and evince its great importance. I therefore present it again as follows :—

A comprehensive catalogue of carefully-selected and beautiful prize books has been

prepared and furnished by the Department to Trustees and Municipalities applying for them ; and, besides furnishing the books at cost price, the Department adds one hundred per cent. to whatever amounts may be provided by Trustees and Municipal Councils to procure these prize books for the encouragement of children in their schools. A series of merit cards, with appropriate illustrations and mottoes, has been prepared by the Department, and is supplied to Trustees and Teachers at a very small charge—half the cost—and these merit cards are to be awarded daily, or more generally weekly, to pupils meriting them. One class of cards is for *punctuality*; another for *good conduct*; a third for *diligence*; a fourth for *perfect recitations*. There are generally three or four prizes under each of these heads; and the pupil or pupils who get the largest number of merit cards under each head, will, at the end of the quarter or half year, be entitled to the prize books awarded. Thus an influence is exerted upon every part of a pupil's conduct, and during every day of his school career. If he cannot learn as fast as another pupil, he can be as *punctual*, as *diligent*, and maintain as *good conduct*; and to acquire distinction, and an entertaining and beautiful book, for *punctuality*, *diligence*, *good conduct*, or *perfect recitations* or exercises, must be a just ground of satisfaction, not only to the pupil, but also to his or her parents and friends. There are two peculiarities of this system of merit cards worthy of special notice. The one is, that it does not rest upon the comparative success of single examinations at the end of the term, or half year or year, but on the daily conduct and diligence of each pupil during the whole period, and that irrespective of what may be done or not done by any other pupil. The ill-feeling by rivalry at a single examination is avoided, and each pupil is judged and rewarded according to his merits,, as exhibited in his every day school life. The second peculiarity is, that the standard of merit is founded on the *Holy Scriptures*, as the mottoes on each card are all taken from the sacred volume, and the illustrations on each card consist of a portrait of a character illustrative of the principle of the motto, and as worthy of imitation. The prize book system, and especially in connection with that of *merit cards*, has a most salutary influence upon the school discipline, upon both teachers and pupils, besides diffusing a large amount of entertaining and useful reading.

V.—TABLE E.—PRAYERS, READING OF THE SCRIPTURES IN SCHOOLS, TEXT BOOKS, MAPS, APPARATUS.

1. *Prayers and Reading of the Scriptures*.—Of the 4,524 schools reported, the daily exercises were opened and closed with prayers in 3,127 of them—increase, 66; and the Bible was read in 3,002. No child can be compelled to be present at religious instruction, reading or exercise, against the wish of his parents or guardians, expressed in writing. The religious instruction, reading and exercises, are, like religion itself, a voluntary matter with trustees, teachers, parents and guardians. The Council of Public Instruction provides facilities, even forms of prayer, and makes recommendation on the subject, but does not assume authority to *enforce* or *compel* compliance with those provisions and recommendations. In some instances the reading and prayers are according to the Roman Catholic Church; but, generally, those exercises are Protestant. The fact that in 3,127 schools, out of 4,524, religious exercises of some kind are voluntarily practised, indicates the prevalent religious principles and feelings of the people; although the absence of such religious exercises in a school does not, by any means, indicate the absence of religious principles or feelings in the neighbourhood of such school. There are many religious persons who think the day school, like the farm fields, is the place of secular work, the religious exercises of the workers being performed, in the one case as in the other, in the household, and not in the field of labour. But as Christian principles and morals are the foundation of all that is most noble in man, and the great fulcrum and lever of public freedom and prosperity in a country, it is gratifying to see general and avowed recognition of it in the public schools.

2. *Text Books*.—In my last annual report I explained fully the steps which had been taken and the measures adopted, not only to secure an uniform series of text books for the schools, but an uniform series of excellent Canadian text books, and the complete success of those measures. Table E shows that those text books are now all but universally used

and also the number of schools in which each of the text books on the various subjects of instruction is used.

3. *Maps, Globes, and other Apparatus.*—The maps and globes, and most of the other apparatus used in the schools, are now manufactured in Canada, forming a new and interesting branch of Canadian manufacture. Blackboards are used in 4,422 (or nearly all) the schools—increase, 169 ; globes are used in 1,283 schools—increase, 49 ; maps are used in 3,693 schools—increase, 163. Total maps used in the schools, 27,061—increase, 249.

#### VI.—TABLE F.—ROMAN CATHOLIC SEPARATE SCHOOLS.

1. The number of Roman Catholic Separate Schools is 165—increase during the year, 3.

2. *Receipts.*—The amount apportioned and paid by the Chief Superintendent from the Legislative Grant to Separate Schools, according to average attendance as compared with that at the Public Schools in the same Municipalities, was \$8,730—decrease, \$414. The amount apportioned and paid for the purchase of maps, prize books and libraries, upon the usual condition of an equal sum being provided from local sources, was \$475—increase, \$3. The amount of school *rates* from the supporters of Separate Schools, was \$31,443—increase, \$885. The amount *subscribed* by supporters of Separate Schools, and from other sources, was \$16,102—increase, \$824. Total amount received from all sources was \$56,751—increase, \$1,299.

3. *Expenditures.*—For payment of teachers, \$38,628—decrease, \$216 ; for maps, prize books and libraries, \$1,439 ; increase, \$282 ; for other school purposes, \$16,683—increase, \$1,234.

4. *Pupils.*—The number of pupils reported as attending the Separate Schools, was 20,684—increase, 90. Average attendance, 8,331—decrease, 974.

5. The whole *numbvr* of *teachers* employed in the Separate Schools, was 228—decrease, 8 ; male teachers, 104—increase, 10 ; female teachers, 124—decrease, 18. Teachers of religious orders, male, 30—decrease, 34 ; female, 43—decrease, 20.

6. The same table shows the branches taught in the Separate Schools, and the number of pupils in each branch ; also the number of schools using maps, apparatus and blackboards.

*General Remarks.*—1. It is proper for me to repeat the remark, that the Public Schools of Ontario are non-denominational. Equal protection is secured to and enjoyed by every religious persuasion. No child is compelled to receive religious instruction, or attend any religious exercise or reading, against the wishes of his parents or guardians, expressed in writing. I have known no instance of proselytism in the Public Schools, nor have I received, during the year, a single complaint of interference with religious rights so fully secured by law.

2. According to the returns of the religious denominations of teachers, as given in Table C, and noted above, the number of Roman Catholic teachers of the Common Schools is 566, of whom 228 are teachers in Separate Schools. There were, therefore, 338 (increase during the year, 19) Roman Catholic teachers employed in the non-denominational Public Schools—an illustrative proof of the absence of exclusiveness in the local as well as executive administration of the school system, and for which, did the feeling exist, a plea might be made on the ground that general provision has been made for Roman Catholic Separate Schools. I may also observe, that according to the last General Census, there were 464,315 children in Ontario between the ages of 5 and 16 years. Of these, according to the proportion of Roman Catholic population, at least 70,000 must be assumed to be the children of Roman Catholic parents. Of these 70,000 Roman Catholic children, only 29,684 (not one-third of the R. C. school population) attend the Separate Schools ; the other two-thirds (allowing even 10,000 as not attending any school) attend the Public Schools, in which no less than 338 Roman Catholic teachers are employed ; and yet not a complaint has been made of even attempt at proselytism or interference with religious rights guaranteed by law.

VII.—TABLE G.—GRAMMAR SCHOOLS, RECEIPTS AND EXPENDITURES, PUPILS, FEES, OR FREE SCHOOLS.

*Receipts.*—The amount of balances from the preceding year (that is, of moneys not paid in by the 31st of December, 1869), was \$10,083—decrease, \$398. The amount of Legislative Grant for the salaries of teachers, was \$52,103—decrease, \$1,087. The amount of Legislative Grant apportioned for maps, prize books, etc., was \$789—decrease, \$72. The amount of *Municipal Grants* in support of Grammar Schools, was \$35,403—increase, \$1,220. The amount of *pupils' fees*, was \$16,924—increase, \$239. Balances of the preceding year and other sources, \$10,789—decrease, \$2,998. Total receipts, \$126,093—decrease, \$3,096. The chief decrease is in the balances from the preceding year; there was an increase in both the amount of Municipal Grants and of the fees of tuition.

*Expenditures.*—For salaries of masters and teachers, \$97,009—increase, \$1,160; for building, rents and repairs, \$7,378—decrease, \$2,888; for fuel, books, and contingencies, \$8,222—decrease, \$1,124; for maps, prize books, apparatus, and libraries, \$1,892—decrease, \$291. Total expenditure for the year 1869, \$114,502—decrease, \$3,144. Balances of moneys not paid out at the end of the year, \$11,590—increase, \$47. It is probable that the decrease in the amount expended on *buildings* may be accounted for by the Trustees charging a large proportion of the building expenses to the Common Schools, in case of unions (the majority of the Grammar Schools being united with Common Schools), as the Common School Table shows an increase under this head. It is also likely that some projected buildings are delayed until the law is definitely settled.

*Number of Schools*, 101—no increase.

*Number of Pupils*. 6,608—increase, 959—a large proportionate increase.

VIII.—TABLE H.—NUMBER OF PUPILS IN THE VARIOUS BRANCHES, AND MISCELLANEOUS INFORMATION.

This table shows both the subjects taught and the number of pupils in such subjects in each of the Grammar Schools, the names, collegiate degree or certificate of the Head Masters, and number of teachers employed in each school.

*Whole Number of Pupils in English*, 6,491—increase, 928; in English Grammar, 6,463—increase, 1,026; in Spelling and Dictation, 6,067—increase, 1,176; in Reading, 5,924—increase, 1,012; in Composition, 5,015—increase, 890. *Total in Latin*, 5,577—increase, 696; in Harkness or Arnold, 4,146—increase, 331; in Latin Grammar, 3,384—increase, 280; in Latin Exercises and Prose Composition, 1,996—decrease, 306; in Prosody, 558—increase, 89; Reading Cæsar, 642—decrease, 63; Reading Livy, 186—increase, 10; Reading Ovid, 95—decrease, 20; Reading Cicero, 257—decrease, 8; Reading Horace, 206—decrease, 10; in Verse Composition, 129—increase, 28; average attendance in Latin, 2,907—increase, 780·5—including girls as well as boys for 1869. *Total in Greek*, 858—decrease, 13; in Harkness, 498—decrease, 82; in Greek Grammar, 553—decrease, 170; in Written Exercises, 412—decrease, 87; Reading Lucian, 208—decrease, 11; Reading the Anabasis, 253—increase, 13; Reading Iliad, 152—decrease, 38; Reading the Odyssey, 63—decrease, 1. *Total in French*, 2,416; in French Grammar, 2,125—increase, 225; in Written Exercise and Composition, 1,908—increase, 282; in French Dictation and Conversation, 506—increase, 96; Reading Voltaire's Charles XII., 546—decrease, 67; Reading Corneille's Horace, 241—increase, 41. *Total in Arithmetic*, 6,442—increase, 990; *Total in Algebra*, 3,061—increase, 226. *Total in Euclid*, 2,053—increase, 60; in the higher rules of Arithmetic, 5,420—increase, 821; in the higher rules of Algebra, 1,848—increase, 68; in Euclid, books III. and IV., 787—decrease, 3; in Trigonometry or Logarithms, 501—decrease, 164; in Mensuration and Surveying, 429—decrease, 104; in Ancient Geography, 1,368—increase, 107; in Modern Geography, 5,680—increase, 916. *Total in History*, 5,218—increase, 762; in Ancient History, 1,070—decrease, 73; in Physical Science, 1,681—increase, 148; in Christian Morals, 1,487—increase, 326; in Civil Government, 82—decrease, 108; in Writing, 5,669—increase,

965 ; in Book-keeping and Commercial Transactions, 1,539—decrease, 3 ; in Drawing, 885—increase, 238 ; in Vocal Music, 623—increase, 382 ; in Gymnastics, 616—increase, 104 ; in Military Drill, 838—increase, 107 ; schools in which the Bible is used, 57—decrease, 6 ; schools in which there are daily prayers, 88—increase, 1 ; schools under united Grammar and Common School Boards, 65—decrease, 2 ; number of maps in the schools, 1,600—decrease, 54 ; number of globes in schools, 133—decrease, 11 ; number of pupils who were matriculated at any University during the year, 87—increase, 3 ; number of Masters and Teachers employed in 101 schools, 165—increase, 4.

#### IX.—TABLE I.—METEOROLOGICAL OBSERVATIONS.

Of late years the practical value of the science of Meteorology has been recognized by all civilized governments, and systems of simultaneous observations have been widely established, the results of which must tend to elucidate the laws which control the atmospheric phenomena. The late Rear-Admiral Fitzroy, when head of the Meteorological Office in England, thus referred to the importance of returns of temperature, and the especial need of observations in British America :—"Tables of the mean temperature of the air in the year, and in the different months and seasons of the year, at above one thousand stations on the globe, have recently been computed by Professor Dové, and published under the auspices of the Royal Academy of Sciences at Berlin. This work, which is a true model of the method in which a great body of Meteorological facts, collected by different observers and at different times, should be brought together and co-ordinated, has conducted, as is well known, to conclusions of very considerable importance in their bearing on climatology, and on the general laws of the distribution of heat on the surface of the globe." "In regard to *land stations*, Professor Dove's tables have shewn that data are still pressingly required from the British North American Possessions intermediate between the stations of the Arctic expeditions and those of the United States ; and that the deficiency extends across the whole North American continent in those latitudes, from the Atlantic to the Pacific.

The Grammar School system secures the continuous residence of a class of men, at different points, who are well qualified by education to perform the work of observation, and the law authorizes the establishment and maintenance of a limited number of stations, selected by the Council of Public Instruction, with the approval of His Excellency the Lieutenant Governor, at which daily observations are taken of barometric pressure, temperature of the air, tension of vapour, humidity of the air, direction and velocity of the wind, amount of cloudiness, rain, snow, Auroras, and other meteoric phenomena. The observations are taken at 7 a.m., 1 p.m., and 9 p.m. The instruments used have been subjected to the proper tests. Full abstracts of the daily records are sent to the Education Office monthly, in addition to a weekly report of certain observations, which is prepared for publication in any local newspaper the observer may select. Abstracts of the results for each month are regularly published in the *Journal of Education*, and the observers' reports, after strict examination, are arranged and preserved for further investigations.

In my report of 1867, the results of most of the observations were presented in the form of synchronous curves, but as the expense proved an objection, a synopsis is now given in figures. For the same reason the important notes of the observers are omitted. The system has not been sufficiently long in operation to determine the normal conditions at the several stations, but it will be observed, with respect to temperature, that the extremes of 1868 were not repeated in 1869, although great similarity is shown in the means.

I have pleasure in adding that the observers are, upon the whole, discharging their duties with fidelity, and that through their exertions the materials for investigating the climatology of the Province are rapidly accumulating.

TABLE of certain results of Meteorological Observations  
For further details,

	BARRIE.	BELLEVILLE.	CORNWALL.	GODERICH.
<b>BAROMETER.</b>				
Corrected to 32°, and approximately reduced to sea level.				
Annual Mean Pressure { at 7 A.M.....	29.6772	29.9119		29.9163
at 1 P.M.....	29.6436	29.8915		29.9127
at 9 P.M.....	29.6708	29.9016		29.9100
( Mean .....	29.6639	29.9016		29.9130
Highest pressure.....	30.345	30.552		30.485
Date of highest pressure .....	9 p.m. Feb. 1st	9 p.m. Dec. 30	Barometer out of repair during the greater part of the year.	9 p.m. Dec. 13th
Highest monthly mean pressure.....	29.7794	30.0971		30.0845
Month of highest mean pressure.....	March	December		September
Lowest monthly mean pressure.....	29.5723	29.7769		29.8154
Month of lowest mean pressure.....	November	May		May
Lowest pressure .....	28.784	29.159		28.971
Date of lowest pressure.....	1 p.m. Nov. 17th	1 p.m. Feb. 23rd		1 p.m. Nov. 17th
Annual range .....	1.561	1.393		1.514
Greatest monthly range.....	1.343	1.282		1.420
Month of greatest range.....	November	February		November
Greatest daily range (24 hours) .....	.991	1.019		1.082
Date of greatest range .....	November 16-17	December 21-22		November 16-17
<b>TEMPERATURE.</b>				
Annual means { at 7 A.M.....	41°.37	39°.91	39°.64	41°.22
at 1 P.M.....	48°.63	48°.15	47°.76	46°.62
at 9 P.M.....	41°.48	42°.67	42°.00	42°.88
Mean .....	43°.83	43°.58	43°.13	43°.57
Mean maximum .....	53°.61	51°.71	53°.26	50°.18
Mean minimum .....	33°.11	34°.14	31°.90	35°.32
Mean range .....	20°.50	17°.57	21°.36	14°.86
Greatest daily range .....	43°.3	36°.0	57°.09	39°.1
Day of greatest range .....	February 28th	December 4th	April 14th	May 26th
Least daily range .....	4°.6	4°.4	5°.3	3°.0
Day of least range .....	December 11th	December 29th	Oct. 29, Dec. 29	December 17th
Highest temperature.....	89°.1	85°.6	96°.2	85°.5
Day of highest temperature.....	September 19th	August 25th	May 31st	August 19th
Lowest temperature.....	-16°.5	-7°.6	-12°.7	-4°.3
Day of lowest temperature .....	February 28th	March 22nd	Feb. 2nd and 8th	March 4th
Warmest month.....	July	July	July	July
Mean temperature of warmest month.....	68°.07	66°.57	66°.66	65°.33
Coldest month.....	February	February	February	March
Mean temperature of coldest month.....	22°.78	22°.85	19°.82	23°.08
Warmest day .....	September 20th	August 20th	August 20th	August 19th
Mean temperature of warmest day .....	77°.43	78°.33	77°.03	77°.77
Coldest day .....	March 4th	January 22nd	January 22nd	March 4th
Mean temperature of coldest day .....	1°.93	2°.26	-4°.6	2°.77
<b>TENSION OF VAPOR.</b>				
Annual means { at 7 A.M.....	.257	.261	.252	.261
at 1 P.M.....	.275	.302	.311	.291
at 9 P.M.....	.259	.277	.269	.275
Mean .....	.264	.280	.277	.276
Highest monthly mean tension .....	.502	.530	.589	.541
Month of highest mean tension.....	July	July	July	July
Lowest monthly mean tension .....	.113	.120	.099	.114
Month of lowest mean tension .....	March	February	February	March
<b>HUMIDITY.</b>				
Annual means { at 7 A.M.....	82	86	84	84
at 1 P.M.....	71	77	78.3	77
at 9 P.M.....	83	86	84.3	83
Mean .....	79	83	82.2	81
Highest monthly mean humidity .....	90	93	.88	.86
Month of highest mean humidity.....	December	March	December	February
Lowest monthly mean humidity.....	67	73	.67	.74
Month of lowest mean humidity.....	May	April	April	May

\* It is presumed that this is exaggerated, but is given as reported;

## at Ten Grammar School Stations, for 1869.

see Table I.

HAMILTON.	PEMBROKE.	PETERBOROUGH	SIMCOE.	STRATFORD.	WINDSOR.
29.9308 29.9164 29.9208 29.9221 31.228*	29.6519 29.5935 29.6194 29.6216 30.416	29.8042 29.8556 29.8771 29.8456 30.489	29.826 29.828 29.831 29.8285 30.353	29.8778 29.8620 29.8702 29.8700 30.392	29.9847 29.9634 29.9706 29.9729 30.501
1 p.m. October 25th 30.096	9 p.m. Dec. 13th 29.9148	9 p.m. Dec. 13th 30.06	9 p.m. Dec. 8. 29.9840	9 p.m. Dec. 13th 30.0618	9 p.m. Dec. 13th 30.1242
September 29.890 May 29.125	December 29.4723 May 28.950	September 29.7660 May 29.150	September 29.6780 February 29.116	September 29.7659 February 29.007	September 29.8836 May 29.088
9 p.m. April 28th 2.103* 1.7710 October 1.1610 October 25-26	1 p.m. April 5th 1.466 1.232 February 1.051 Dec. 21-22	1 & 9 p.m. Nov. 17th 1.339 1.212 Nov. and Dec. 1.074 December 21-22	7 a.m. Nov. 17th 1.243 1.207 November .884 November 16-17	1 p.m. Nov. 17th 1.3825 1.324 November 1.015 November 16-17	November 1.413 1.351 November .759 November
42°.29 51°.02 43°.56 43°.62 55°.52 32°.12 23°.40 47°.10 March 22nd 7°.8	35°.04 44°.35 39°.92 39°.77 49°.72 27°.33 22°.39 48°.3 March 5th 5°.	37°.79 48°.79 40°.57 42°.38 52°.05 27°.98 24°.07 43°.9 March 5th 8°.1	41°.82 50°.51 43°.49 45°.28 53°.09 ..... ..... ..... ..... March 17th 8°.1	38°.62 46°.16 41°.06 41°.95 49°.25 33°.48 15°.77 30°.1 July 2nd 3°.7	43°.41 51°.93 44°.58 46°.64 54°.63 37°.52 17°.11 33°.3 February 3°.7
December 28-29 94°.3 August 20th -8°.40	August 28th 87°.1 July 17th -32°.6	December 18th 86°.9 July 26th -19°.6	August 20th 87°.1	December 11-17 85°.0	April 92°.2
March 5th July 68°.43 March 25°.37	March 5th July 66°.01 February 14°.83	March 1st July 67°.34 February 20°.35	August 20th 76°.16	August 20th -12°.2	August 20th -0°.5
August 20th 80°.70	August 20th 73°.0	August 20th 76°.16	August 20th 79°.90	March 16th July 64°.49	March 5th July 70°.06
March 4th 9°.30	January 22nd -11°.33	March 4th 0°.76	March 4th 6°.76	March 4th 2°.03	March 11th 26°.07
.270 .304 .275 .283 .563 July .112 March	.231 .263 .250 .248 .492 July .087 February, March	.243 .275 .251 .256 .493 July .103 February	.272 .310 .288 .290 .544 July .113 March	.251 .284 .266 .267 .524 July .106 March	.287 .317 .298 .301 .582 August .131 March
81 67 82 77 82 December 72 April, May	87 73 82 81 90 February 74 August	84 68 82 78 84 February 71	85 73 86 81 93 December 73 May	89 75 86 83 88 February 70 May	86 72 87 82 95 December 67 September

the probable highest pressure is that reported for 7 a.m., 2nd September, 30.916.

TABLE of certain results of Meteorological Observations

	BARRIE.	BELLEVILLE.	CORNWALL.	GODERICH.
VELOCITY OF WIND.				
In the absence of proper anemometers, velocity is merely estimated from 1 to 10. See table.				
AMOUNT OF CLOUDINESS.				
Annual Means { at 7 a.m.....	6.48	6.15	5.96	7.44
at 1 p.m.....	6.79	6.22	6.37	7.37
at 9 p.m.....	5.4	6.02	4.86	6.36
Mean.....	6.3	6.13	5.73	7.06
Highest monthly mean cloudiness.....	8.9	7.97	7.74	9.0
Month of highest mean cloudiness .....	November	February	February	Nov., Dec.
Lowest monthly mean cloudiness .....	4.1	4.08	4.23	5.0
Month of lowest mean cloudiness.....	September	September	June	September
RAIN AND SNOW.				
Number of rainy days.....	87	88	32	100
Duration in hours and minutes.....		491.45		510
Depth in inches .....	21.0643	28.916		26.6249
Number of snowy days.....	77	57	52	67
Duration in hours and minutes .....		264.30		326.75
Depth in inches .....	83.35	107.50		111.75
Total depth of rain and melted snow.....	29.3993	39.666		37.7999
Month of greatest precipitation.....	June	September		June
Depth .....	3.9949	7.276	Report defective.	6.6706
Month of least precipitation .....	January	August		September
Depth .....	.4350	1.555		1.2605
AURORAS.				
Number of Nights: { Class I.....	1	7	1	
Class II.....	8	7	7	3
Class III.....	17	1	3	17
Class IV.....				
Sky unfavorable, observations doubtful .....	4		16	13
Sky unfavorable, observations impossible.....	180	196		174
Sky favourable, none seen .....	105	102		107

at Ten Grammar School Stations, for 1869.—*Continued.*

HAMILTON.	PEMBROKE.	PETERBOROUGH	SIMCOE.	STRATFORD.	WINDSOR.
6.47	7.5	6.74	5.5	7.0	6.6
7.07	7.4	7.26	5.2	7.3	7.6
5.40	6.5	5.84	5.4	6.0	6.4
6.31	7.1	6.61	5.4	6.8	6.9
8.10	8.8	8.43	7.71	8.7	8.1
December 4.63	November 5.4	December 4.86	February 3.1	November 4.4	November 5.0
September	September	September	September	September	September
99	107	82	83	106	107
380.13	417.30	609.41	.....	608.50	371.10
35.2054	25.1572	21.622	36.6800	34.3021	27.4829
48	81	74	38	81	53
276.45	354	627.59	.....	572.30	190.55
85.70	124.875	91.25	75.5	132.2	90.554
43.7754	37.6447	30.747	44.2300	47.5221	36.5383
June 6.9436	September 6.9760	September 5.115	December 5.7665	June 8.9111	June 6.4093
January 1.0764	April .9621	January 1.231	May 1.6099	May 1.8122	January .8782
4	2	1	1	4	.....
1	16	5	2	7	.....
21	45	20	9	14	14
.....	29	32	3	.....	8
166	185	163	179	179	193
124	45	88	124	161	93

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 X.—TABLE K.—NORMAL AND MODEL SCHOOLS.

Never were the Normal and Model Schools in so complete a state of efficiency as at present. The whole system has been brought to a degree of thoroughness and practical efficiency, even in its minutest details, that I have not witnessed in any other establishments of the kind. The standard of admission to the Normal School has been raised much above that of former years, and therefore the entrance examination (which is always in writing) has been made increasingly severe; yet the applications for admission during the present session (August, 1870) have been 180 (larger than for some years), and the failures in examination have been less than ten—much less proportionally than at the commencement of previous sessions. Upwards of 80 of those admitted have been teachers. The applications now on the books for admission to the *Model Schools*, above what can be entertained, are upwards of 600.

Table K contains three abstracts, the first of which gives the gross number of applications, the number that had been teachers before entering the Normal School, attendance of teachers in training, certificates, and other particulars respecting them during the twenty-one years' existence of the Normal School; the second abstract gives the counties whence the students have come; and the third gives the religious persuasions of the students.

The Table shows that of the 5,737 admitted to the Normal School (out of 6,388 applications) 2,847 of them had been teachers; and of those admitted, 2,992 were males, and 2,745 were females. Of the 2,992 male candidates admitted, 2,001 of them had been teachers; of the 2,745 female candidates admitted, 846 of them had been teachers. The number admitted the first session of 1869 was 166, the second session, 174—total, 340—of whom 201 attended both sessions. Of the whole number admitted, 158 were males, and 182 females. Of the male students admitted 93 had been teachers; of the female students admitted 42 had been teachers.

I think it necessary here to repeat the explanations which I have heretofore given respecting the objects and offices of the Normal and Model Schools:—

The Normal and Model Schools were not designed to educate young persons, but to *train teachers*, both theoretically and practically, for conducting schools throughout the Province, in cities and towns as well as townships. They are not constituted, as are most of the Normal Schools in both Europe and America, to impart the preliminary education requisite for teaching. That preparatory education is supposed to have been attained in the ordinary public or private schools. The entrance examination to the Normal School requires this. The object of the Normal and Model Schools is, therefore, to do for the teacher what an apprenticeship does for the mechanic, the artist, the physician, the lawyer—to teach him theoretically and practically how to do the work of his profession. No inducements are held out to any one to apply for admission to the Normal School, except that of qualifying himself or herself for the profession of teaching; nor are any admitted except those who in writing declare their intention to pursue the profession of teaching, and that their object in coming to the Normal School is to better qualify themselves for their profession—a declaration similar to that which is required for admission to Normal Schools in other countries. Nor is any candidate admitted without passing an entrance examination in writing, equal to what is required for an ordinary second-class certificate by a County Board.

No argumentation is any longer required to justify the establishment and operations of Normal Schools. The experience and practice of all educating countries have established their necessity and importance. The wonder now is, that while no one thinks of being a printer, or painter, or shoemaker, &c., without first learning the trade, persons have undertaken the most difficult and important of all trades or professions—that which develops mind and forms character—without any preparation for it. The demand for teachers trained in the Normal and Model Schools, and their success, is the best proof of the high appreciation of the value of their services by the country. Of course no amount of culture can supply the want of natural good sense and abilities; but training and culture double the power of natural endowments, and often give to them all their efficiency. For the information of parties desirous of obtaining information in regard to the course of in-

struction and training in our Normal School, I append to this report a valuable paper on the subject, drawn up by Dr. Sangster, Head Master. See Appendix B.

The Model Schools (one for boys and the other for girls, each limited to 150 pupils, each pupil paying one dollar a month, while the Common Schools of the city are free) are appendages to the Normal School, and are each under the immediate charge of three teachers who have been trained in the Normal School, and overseen and inspected by the Masters of the Normal School. The teachers-in-training in the Normal School, divided into classes, spend some time each week in the Model Schools, where they first observe how a *Model* School for teaching Common School subjects is organized and managed; how the pupils are classified, and how the several subjects are taught; and they at length teach themselves, as assistants, under the observation and instruction of the regularly trained teachers of the school, who also make notes, and report from day to day the attention, aptitude, power of explaining, governing, commanding attention, &c. The Head Master of the Normal School includes in his instructions a series of lectures on school government, teaching, &c.; and the Deputy Superintendent of Education (a member of the Bar) delivers a short course of lectures to the Normal School students on the School Law, and their duties and modes of proceeding respecting it.

#### XI.—TABLE L.—OTHER EDUCATIONAL INSTITUTIONS.

As the Common and Grammar Schools are only a part of our educational agencies, the Private Schools, Academies and Colleges must be considered in order to form a correct idea of the state and progress of education in this Province. Table L contains an abstract of the information collected respecting these institutions. As the information is obtained and given voluntarily, it can only be regarded as an approximation to accuracy, and, of course, very much below the real facts. According to the information obtained there are 16 Colleges (several of them possessing eminent powers), with 1,930 students: 279 Academies and Private Schools—decrease 3—with 6,392 pupils—decrease, 263; which were kept open 10 months, and employed 352 teachers—decrease, 35. Total students and pupils, 8,322—decrease, 263.

#### XII.—TABLE M.—FREE PUBLIC LIBRARIES.

1. This Table contains three statements; *first*, of the Municipalities which have been supplied with libraries or additions during the year, and the value and number of volumes to each; *second*, the Counties to which libraries have been supplied during the past and former years, and the value and number of volumes, and also of other public libraries; *third*, the number and subjects of volumes which have been furnished, as libraries and prize books, to the several counties each year since the commencement, in 1853, of this branch of the school system.

2. (*Statement No. 1.*) The amount expended in establishing and increasing the libraries is \$4,655—increase, \$235—of which one-half has been provided from local sources. The number of volumes supplied is 6,428—decrease, 145. This small decrease in the number of volumes furnished as compared with that of the preceding year, while there was an increase in the amount expended, indicates the purchase of larger books.

3. (*Statement No. 2.*) The value of Public Free Libraries furnished to the end of 1869 was \$132,129—increase, \$4,655. The *number of Libraries*, exclusive of subdivisions, 1,107—increase, 37. The *number of volumes* in these libraries was 234,038—increase, 6,428.

*Sunday School Libraries* reported, 2,273—increase, 71. The *number of volumes* in these libraries was 334,985—increase, 8,048.

*Other Public Libraries* reported, 385—increase, 1. The *number of volumes* in these libraries was 174,037—increase, 357.

The *total number of Public Libraries* in Ontario is 3,765—increase, 109. The *total of the number of volumes* in these libraries is 743,060—increase during the year, 14,833 volumes.

4. (*Statement No. 3.*) This important statement contains the number and classification of *public libraries* and *prize books* which have been sent out from the Depository of the

Department from 1853 to 1869 inclusive. The total number of volumes for *Public Free Libraries* sent out, 237,648. The classification of these books is as follows:—*History*, 41,328; *Zoology and Physiology*, 15,113; *Botany*, 2,783; *Phenomena*, 6,040; *Physical Science*, 4,708; *Geology*, 2,041; *Natural Philosophy and Manufactures*, 12,996; *Chemistry*, 1,526; *Agricultural Chemistry*, 794; *Practical Agriculture*, 9,433; *Literature*, 22,905; *Voyages*, 20,462; *Biography*, 27,367; *Tales and Sketches*, *Practical Life*, 66,611; *Fiction*, 641; *Teachers' Library*, 2,900. Total number of *Prize Books* sent out, 442,794. Grand total of library and prize books (including, but not included in the above, 11,735 volumes sent to Mechanics' Institutes and Sunday Schools, paid for wholly from local sources), 691,561.

5. In regard to the Free Public Libraries, it may be proper to repeat the explanation that these libraries are managed by Local Municipal Councils and School Trustees (chiefly by the latter), under regulations prepared according to law by the Council of Public Instruction. The books are procured by the Education Department, from publishers both in Europe and America, at as low prices for cash as possible; and a carefully-prepared classified catalogue of about 4,000 works (which, after examination, have been approved by the Council of Public Instruction) is printed, and sent to the trustees of each School Section, and the Council of each Municipality. From this select and comprehensive catalogue the local municipal and school authorities desirous of establishing and increasing a library select such works as they think proper, or request the Department to do so for them, and receive from the Department not only the books at cost prices, but an apportionment in books of 100 per cent. upon the amount which they provide for the purchase of such books. None of these works are disposed of to any private parties, except Teachers and Local Superintendents, for their professional use; and the rule is not to keep a large supply of any one work on hand, so as to prevent the accumulation of stock, and to add to the catalogue yearly new and useful books which are constantly issuing from the European and American Press. There is also kept in the Department a record of every public library, and of the books which have been furnished for it, so that additions can be made to such libraries without liability to send second copies of the same books.

### XIII.—TABLE N.—SUMMARY OF THE MAPS, APPARATUS, AND PRIZE BOOKS SUPPLIED TO THE COUNTIES, CITIES, TOWNS AND VILLAGES DURING THE YEAR.

1. The amount expended in supplying maps, apparatus, and prize books for the schools, was \$24,465—decrease, \$1,458. The one-half of this sum was provided voluntarily from local sources; in all cases the books or articles are applied and fifty per cent. of the value paid for by the parties concerned before being sent. The number of Maps of the World sent out was 125; of Europe, 208; of Asia, 156; of Africa, 134; of America, 163; of British North America and Canada, 194; of Great Britain and Ireland, 143; of Single Hemisphere, 143; of Scriptural and Classical, 109; of other charts and maps, 217; of globes, 78; of sets of apparatus, 39; of other pieces of school apparatus, 728; of Historical and other Lessons, in sheets, 5,240. Number of volumes of *prize books*, 54,657.

2. It may be proper to repeat that the map, apparatus, and prize book branch of the School System was not established till 1855. From that time to the end of 1869 the amount expended for maps, apparatus, and prize books (not including Public Libraries), was \$264,233, one-half of which has been provided from local sources, from which all applications have been made. The number of Maps of the *World* furnished is 2,315; of *Europe*, 3,601; of *Asia*, 2,901; of *Africa*, 2,687; of *America*, 3,051; of *British North America and Canada*, 3,355; of *Great Britain and Ireland*, 3,500; of *Single Hemispheres*, 2,395; *Classical and Scriptural Maps*, 2,493; *other maps and charts*, 5,175; *globes*, 1,833; *sets of apparatus*, 349; *single articles of school apparatus*, 14,003; *Historical and other Lessons, in sheets*, 148,332; *volumes of Prize Books*, 442,794.

3. I also repeat the following explanation of this branch of the Department:—

The maps, globes, and various articles of school apparatus sent out by the Department, apportioning one hundred per cent. upon whatever sum or sums are provided from local sources, are nearly all manufactured in Canada, and at lower prices than imported articles of the same kind have been heretofore obtained. The globes and maps manufactured (even the material) in Canada contain the latest discoveries of voyagers and travel

lers, and are executed in the best manner, as are tellurians, mechanical powers, numerical frames, geometrical powers, &c., &c. All this has been done by employing competitive, private skill and enterprise. The Department has furnished the manufacturers with copies and models, purchasing certain quantities of the articles when manufactured, at stipulated prices, then permitting and encouraging them to manufacture and dispose of these articles themselves to any private parties desiring them, as the Department supplies them only to municipal and school authorities. In this way new domestic manufactures are introduced, and mechanical and artistical skill and enterprise are encouraged, and many aids to school and domestic instruction, heretofore unknown amongst us, or only attainable in particular cases with difficulty, and at great expense, are now easily and cheaply accessible to private families, as well as to municipal and school authorities all over the country. It is also worthy of remark, that this important branch of the Education Department is self-supporting. All the expenses of it are reckoned in the cost of the articles and books procured, so that it does not cost either the public revenue or school fund a penny beyond what is apportioned to the Municipalities and School Sections providing a like sum or sums for the purchase of books, maps, globes, and various articles of school apparatus. I know of no other instance, in either the United States or in Europe, of a branch of a Public Department of this kind conferring so great a benefit upon the public, and without adding to public expense.

The following Tables will also be found of much interest in connection with this part of our School System.

TABLE SHEWING THE VALUE OF ARTICLES SENT OUT FROM THE EDUCATION DEPOSITORY  
DURING THE YEARS 1851 TO 1869, INCLUSIVE.

YEAR.	Articles on which the 100 per cent. has been apportioned from the Legislative Grant.		Articles sold at Catalogue prices without any apportionment from the Legislative Grant.	Total value of Library, Prize and School Books, Maps and Apparatus despatched.
	Public School Library Books.	Maps, Apparatus and Prize Books.		
1851.....		Dollars.	Dollars.	Dollars.
1852.....				1,414
1853.....				2,981
1854.....	51,376			4,233
1855.....	9,947	4,655		5,514
1856.....	7,205	9,320		56,890
1857.....	16,200	18,118		4,389
1858.....	3,982	11,810		5,726
1859.....	5,805	11,905		6,452
1860.....	5,289	16,832		6,972
1861.....	4,084	16,251		6,679
1862.....	3,273	16,194		5,416
1863.....	4,022	15,887		4,894
1864.....	1,931	17,260		4,844
1865.....	2,400	20,224		3,461
1866.....	4,375	27,114		4,454
1867.....	3,404	28,270		3,818
1868.....	4,420	25,923		4,172
1869.....	4,655	24,475		7,419
				35,661
				39,093
				35,136
				34,808

BOOK IMPORTS INTO ONTARIO AND QUEBEC.

The following Statistical Table has been compiled from the "Trade and Navigation Returns" for the years specified, showing the gross value of books (not maps or school apparatus), imported into Ontario and Quebec.

YEAR.	Value of Books entered at Ports in the Province of Quebec.	Value of Books entered at Ports in the Province of Ontario.	Total value of Books imported into the two Provinces.	Proportion imported for the Education Department of Ontario.
1850.....	\$101,880	\$141,700	\$243,580	\$84
1851.....	120,700	171,732	292,432	3,296
1852.....	141,176	159,268	300,444	1,288
1853.....	158,700	254,280	412,980	22,764
1854.....	171,452	307,808	479,260	44,060
1855.....	194,356	338,792	533,148	25,624
1856.....	208,636	427,992	636,628	10,208
1857.....	224,400	309,172	533,572	16,028
1858.....	171,255	191,942	363,197	10,692
1859.....	139,057	184,304	323,361	5,308
1860.....	155,604	252,504	408,108	8,846
1861.....	185,612	344,621	530,233	7,782
1862.....	183,987	249,234	433,221	7,800
1863.....	184,652	276,673	461,325	4,085
$\frac{1}{2}$ of 1864.....	93,308	127,233	220,541	4,668
1864-5.....	189,386	200,304	389,690	9,522
1865-6.....	222,559	247,749	470,308	14,749
1866-7.....	233,837	273,615	507,452	20,743
1867-8.....	*224,582	*254,048	478,630	12,374
1868-9.....	278,914	373,758	652,672	11,874

In the Appendix G will be found the General Regulations upon which the Depository Branch of the Department is conducted, with other information.

XIV.—TABLE O.—SUPERANNUATED AND WORN-OUT TEACHERS OF COMMON SCHOOLS.

1. This table shows the age and service of each pensioner, and the amount which he receives. The system, according to which aid is given to worn-out Common School teachers, is as follows:—In 1853 the Legislature appropriated \$2,000, which it afterwards increased to \$4,000 per annum, in aid of superannuated or worn-out Common School teachers. The allowance cannot exceed \$6 annually for each year the recipient has taught school in Ontario. Each recipient must pay a subscription to the Fund of \$4 for the current year, and \$5 for each year since 1854, if he has not paid his \$4 any year; nor can any teacher share in the fund unless he pays annually at that rate, commencing at the time of his beginning to teach, or with 1854 (when the system was established) if he began to teach before that time. When a teacher omits his annual subscription, he must pay at the rate of \$5 for that year in order to be entitled to share in the fund when worn-out. When the fund is not sufficient (as it never has been since the first year of its administration) to pay each pensioner the full amount permitted by law, it is then divided among the claimants according to the number of years each one has taught. To secure equality, each claimant is paid in full the first year, less the amount of his subscriptions required by law to be paid.

2. It appears from the Table that 247 have been admitted to receive aid, of whom 116 have died, have not been heard from, or have resumed teaching, or have withdrawn from the fund before or during the year 1869, the amount of their subscriptions having been returned to them.

3. The average age of each pensioner in 1869 was 68 years; the average length of time of service in Ontario was 21 years. No time is allowed applicants except that which has been spent in teaching a Common School in Ontario; though their having taught school many years in England, Ireland, Scotland, or the British Provinces, has induced

\* Estimate.

the Council, in some instances, to admit applicants to the list of worn-out Common School teachers after teaching only a few years in this Province, which would not have been done had the candidate taught, altogether, only a few years of his life.

4. My report in former years contained the names of the parties on whose testimony the application in regard to each case was granted, together with the county of each pensioner's residence. That part of the table has been omitted in my last three reports to save the expense of printing, though the record is preserved in the Department for reference, if occasion require.

#### XV.—TABLE P.—EDUCATIONAL SUMMARY FOR 1869.

This table exhibits, in a single page, the number of Educational Institutions of every kind, as far as I have been able to obtain returns, the number of students and pupils attending them, and the amount expended in their support. The whole number of these institutions in 1869 was 4,923—increase, 41; the whole number of students and pupils attending them was 448,160—increase, 13,227; the total amount expended for all educational purposes was \$2,059,783—increase, \$32,584. The total amount *available* for educational purposes was \$2,273,903—increase, \$34,264.

#### XVI.—TABLE Q.—GENERAL STATISTICAL ABSTRACT OF THE PROGRESS OF EDUCATION IN ONTARIO, FROM 1842 TO 1869 INCLUSIVE.

It is only by comparing the number and character of Educational Institutions at different periods, the number of pupils attending them, and the sums of money provided and expended for their support, that we can form a correct idea of the educational progress of a country. The statistics for such comparisons should be kept constantly before the public mind to prevent erroneous and injurious impressions, and to animate to efforts of further and higher advancement.

Congratulations have often been expressed at the great improvements which have been made in all our institutions of education, in regard both to the subjects and methods of teaching, as in the accommodations and facilities of instruction; also in the number of our Educational Institutions, in attendance upon them, and in the provision for their support. But it is only by analysing and comparing the statistics contained in Table Q, that a correct and full impression can be formed of what has been accomplished educationally in Ontario during the last twenty years. Take a few items as examples. From 1848 to 1869 the number of Common Schools has been increased from 2,800 to 4,359, and the number of pupils attending them from 130,739 to 411,706. The amount provided for the support of Common Schools has been increased since 1848 from \$344,276 to \$1,175,166, besides the amount provided for the purchase, erection, repairs of school-houses, etc., of which there are no reports earlier than 1850, but which at that time amounted to only \$56,756, but which in 1869 amounted to \$449,731—making the aggregate for Common School purposes in 1869, \$1,624,897. Then the number of free schools since 1850 has increased from 252 to 4,131; to which are to be added the Normal and Model Schools, the system of uniform text-books, maps, globes, apparatus, (of domestic manufacture) prize books and public libraries.

#### XVII. THE EDUCATIONAL MUSEUM.

Nothing is more important than that an establishment designed especially to be the institution of the people at large—to provide for them teachers, apparatus, libraries, and every possible agency of instruction—should, in all its parts and appendages, be such as the people can contemplate with respect and satisfaction, and visit with pleasure and profit. While the schools have been established, and are so conducted as to leave nothing to be desired in regard to their character and efficiency, the accompanying agencies for the agreeable and substantial improvement of all classes of students and pupils, and for the useful entertainment of numerous visitors from various parts of the country, as well as many from abroad, have been rendered as attractive and complete as the limited means furnished would permit. Such are the objects of the Educational Museum.

The Educational Museum is founded after the example of what has been done by the Imperial Government as part of the system of popular education—regarding the indirect as scarcely secondary to the direct means of forming the taste and character of the people.

It consists of a collection of school apparatus for Common and Grammar Schools, of models of agricultural and other implements, of specimens of the natural history of the country, casts of antique and modern statues and busts, &c., selected from the principal museums in Europe, including the busts of several of the most celebrated characters in English and French history; also, copies of some of the works of the great masters of the Dutch, Flemish, Spanish, and especially of the Italian schools of painting. These objects of art are labelled for the information of those who are not familiar with the originals, but a descriptive historical catalogue of them is in course of preparation. In the evidence given before the Select Committee of the British House of Commons, it is justly stated that “the object of a National Gallery is to improve the public taste, and afford a more refined description of enjoyment to the mass of the people;” and the opinion is at the same time strongly expressed that as “people of taste going to Italy constantly bring home beautiful modern copies of beautiful originals,” it is desired, even in England, that those who have not the opportunity or means of travelling abroad, should be enabled to see, in the form of an accurate copy, some of the works of Raffaelle and other great masters; an object no less desirable in Canada than in England. What has been thus far done in this branch of public instruction is in part the result of a small annual sum which, by the liberality of the Legislature, has been placed at the disposal of the Chief Superintendent of Education, out of the Ontario Educational Grants, for the purpose of improving school architecture and appliances, and to promote art, science and literature, by the means of models, objects and publications, collected in a Museum connected with the Department.

The more extensive Educational Museum at South Kensington, London, established at great expense by the Committee of Her Majesty’s Privy Council of Education, appears, from successive reports, to be exerting a very salutary influence, while the School of Art connected with it is imparting instruction to hundreds in drawing, painting, modelling, &c.

A large portion of the contents of our museum has been procured with a view to the School of Art, which has not yet been established, though the preparations for it are completed. But the Museum has been found a valuable auxiliary to the schools; the number of visitors from all parts of the country, as well as from abroad, has greatly increased during the year, though considerable before; many have repeated their visits again and again; and I believe the influence of the Museum quite corresponds with what is said of that of the Educational Museum of London.

The means employed for improving the Museum during the last two years were detailed in my last Annual Report; and the additions, made at a comparatively small expense, are of great variety and value.

### XVIII.—REPORT OF THE INSPECTOR OF GRAMMAR SCHOOLS.

I beg to direct special attention to the practical and excellent Report of the Inspector of Grammar Schools, which will be found in Appendix A. The Report of the Inspector (the Rev. J. G. D. Mackenzie, A. M.) this year as last year, is alike kind and faithful, and is replete with practical remarks and suggestions; it points out clearly the defects of many, both Grammar and Common Schools, and shows clearly in the interests of higher English, as well as of sound classical education, the necessity of the revisal of the system, as contemplated by the principal provisions of the Grammar School Bill, which were recommended by a Select Committee of the Legislative Assembly of 1868, and which was almost unanimously concurred in by the County School Conventions held in February and March of 1869. I agree entirely with Mr. Mackenzie in his urgent suggestions for increased provision for the Inspection of Grammar Schools, and in recommending the apportioning of the Grammar School Fund, according to *results* of teaching, and not merely according to members.

### XIX.—EXTRACTS FROM REPORTS OF LOCAL SUPERINTENDENTS OF COMMON SCHOOLS.

In most school reports, both in Great Britain and the neighbouring States, a large

space is devoted to extracts from local reports, as illustrating the practical working of the system, the inner and practical life of the people in their social relations and development—the intelligent and noble struggles of some new settlements to educate their children, and the shameful negligence of some old settlements in regard to the education of their children.

*Character of these Reports.*—In Appendix A to this Report I have given extracts from the reports of Local Superintendents of townships, cities, towns, and incorporated villages. These extracts of reports, impartially given, are few in comparison with the five hundred municipalities of this Province. Very many of the local statistical reports are unaccompanied by any remarks, indicating, probably, the absence of anything very gratifying to remark upon. But the extracts given will, among other things above noticed, establish the following facts:—

1. *Apathy and Selfishness a cause of Backwardness.*—That the inefficiency and stationary condition of the schools in many places does not arise from any complained of defects in the school law or system, but in most instances from the apathy and misguided selfishness of the parties concerned—in a few instances from the newness and poverty of the settlements.

2. *Spirit and Enterprise of Old and New Townships contrasted.*—That, on the contrary, the gratifying advancement of the schools in other places does not depend upon the age or wealth of the settlement, but upon the spirit of the people. Some of the oldest settlements of the Province in the River and Lake Townships of the County of Welland, and on the River St. Lawrence, are far behind the greater part of the newer townships.

3. *Eastern and Western parts of Ontario compared.*—That, as a general rule, the Eastern section of Ontario, East of Kingston—the County of Lanark excepted—are far less advanced and far less progressive than the Western part of the Province, except some old townships on the Rivers Niagara and Detroit, and on Lake Erie. This will be strikingly seen on reference to the library map published in my report for last year.

4. *Best Teachers the Cheapest.*—That as the best made shoes, and waggons, and fences, and farm tools are the most serviceable and cheapest in the long run, so the best teachers, and school-houses and furniture, are by far the cheapest, as well as the most profitable for all parties and all the interests of education and knowledge.

5. *Evils of the "Cheap" Teachers.*—That the most serious obstacles to the education of children in many parts of the country are bad school-house accommodation, and the employment of incompetent and miscalled cheap teachers; the only remedy for which is requiring proper school-house accommodation, doing away with the lowest class teachers, and prescribing a minimum teacher's salary which will secure the employment and continuance in the profession of competent teachers. This is what the country, as a whole, owes to itself, as well as to the helpless and injured youthful members of it.

6. *Faithfulness of County Boards.*—That immense advantages have resulted from the faithfulness with which the County Boards of Public Instruction have generally discharged their duties in the examination and licensing of teachers; but it is manifest that there is great need of simplifying their constitution and duties, and of the greater efficiency of the office of Local Superintendent, as well as to prevent the well qualified teachers whom they license from being deprived of, or driven from employment by the meanness and folly of trustees who employ incompetent teachers.

7. *Free Schools Universally Popular.*—That opinions and practice have become so general in favor of free schools, that it is time now to settle the question by Legislative enactment, as well as to provide for the application of the free school principle in regard to the universal instruction of children. No child should be deprived of what the whole community is taxed to provide for it.

8. *Competitive Examinations and Prizes.*—That competitive examinations of schools, and the distribution of prizes to reward and encourage punctuality, good conduct, diligence, and perfect recitations of pupils, form a powerful element for improving the schools, and animating teachers and pupils to exertion. In all the local reports, there is scarcely a dissenting voice as to the salutary influence of distributing prizes as an encouragement and reward to meritorious pupils in the schools. The two or three instances in which a doubt as to their beneficial influence has been expressed, have been where the prizes have been distributed in an exceptional manner—by the teacher alone, or upon the single ground of

cleverness or success at final examinations, and not embracing rewards also for *punctuality, good conduct, diligence*, (as suggested and provided for by the four classes of merit cards), as well as for perfect recitations. The testimony is unanimous and unqualified as to the very beneficial influence upon teachers and pupils of competitive examinations among the pupils of the several schools of a township. The twofold objection heretofore urged in a few instances is now seldom repeated, namely, that the distribution of prizes is not an appeal to the high motives of *duty*, but to the lower motive of selfishness, as if the Bible does not from beginning to end urge the motive of reward as well as of duty upon human beings of all ranks and ages ; and, secondly, that of discriminating between pupils and rewarding the meritorious excites jealousy and hatred in the minds of the undistinguished and unrewarded—an objection, according to the principle of which, punctual, well-conducted, diligent and successful men in life ought not to be rewarded by any respect or notice, or increase of wealth, over the negligent, lazy and worthless, lest the latter should envy the former! Whereas the principle of Providence as well as of Revelation is, that the hand of the diligent maketh rich, while idleness tendeth to poverty, and that every man—in childhood as well as in manhood—shall be rewarded according to his works.

9. These Extracts from local reports clearly attest and strongly evince the need of the principal provisions which were recommended in a School Bill to the Legislative Assembly, by a Select Committee of its members, and which were subsequently approved of by four-fifths of forty County School Conventions.

## XX. CONCLUDING REMARKS.

I defer, until the passing of the proposed Grammar and Common School Amendment Bills, any extended remarks on what I believe to be the needed developments of our Schools, in their relations, subjects, and methods. I will confine myself to repeating the expression of the conviction, that the tendency of the youthful mind of our country is too much in the direction of what are called the learned professions, and too little in the direction of what are termed industrial pursuits. There is certainly no need to stimulate any class of youth to classical studies with a view to the profession of the law, medicine, etc., but it appears to me very important, as the fundamental principles and general machinery of our school system are settled, that the subjects and teaching of the schools should be adapted to develop the resources and skilful industry of the country. In all cases the possibly useful and merely ornamental should yield to the essential and practical, and there are many things not essential for every child to know in regard to the physical history of the Globe and of its people ; but I think every child should be taught and should know how to read and spell his own language, to write well, to know the names and characteristics of the vegetables and flowers and trees with which he daily meets ; the insects and birds and animals of his country ; the nature of its soils and minerals ; the chemical and mechanical principles which enter into the construction and working of the implements of husbandry ; the machinery of mills, manufactures, railroads and mines ; the production and preparation of the clothes we wear, the food we eat, the beverages we drink, the air we breathe ; together with the organs of our bodies, the faculties of our minds, and the rules of our conduct. The mastery of these subjects, for ordinary practical purposes, is as much within the capacity of childhood and youth as any of the hundred things that children learn in the street and by the fireside ; and the knowledge of them would contribute vastly more to skilled and various industry, and to the interest and enjoyment of social life, than the smattering of certain things which occupy the time and attention of many a youth in our Grammar Schools.

I have the honour to be,

Your Excellency's obedient, humble servant,

E. RYERSON.

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PART II.

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STATISTICAL REPORT.

1869.

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TABLE A.—The Common

## RECEIPTS BY LOCAL SCHOOL AUTHORITIES.

## COUNTIES.

	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	Clergy Reserve Fund, Balances and other sources
	For Teachers' Salaries (Legislative Grant).	For Maps, Apparatus, Prizes and Libraries (Legislative Grant).	Municipal School Assessment.	Trustees' School Assessment.	Trustees' Rate Bill for Fees.		
Glengarry .....	2316 00	75 70	2309 00	6464 61	338 55	2743 02	
Stormont .....	1909 00	35 53	2015 00	8515 75	86 67	1382 31	
Dundas .....	2101 00	49 48	2127 00	9474 65	13 85	1815 04	
Prescott .....	1695 50	16 50	2160 00	6645 01	54 50	989 78	
Russell .....	850 00	20 00	918 00	4209 17		512 64	
Carleton .....	3308 00	182 00	2913 00	16966 16	586 35	3308 02	
Grenville .....	2191 00	75 06	2141 00	6414 44	284 07	2857 72	
Leeds .....	3572 00	276 45	3554 00	15879 82	617 22	8033 62	
Lanark .....	3270 00	258 62	3592 08	17247 51	360 48	7178 36	
Renfrew .....	2646 00	41 70	2530 00	12897 29	25 98	1955 36	
Frontenac .....	3091 00	125 50	3545 00	14824 31	1042 13	3311 17	
Addington .....	2058 00	190 00	2854 00	8528 05	220 83	3055 70	
Lennox .....	858 00	41 00	1308 00	4676 80	42 68	1825 63	
Prince Edward .....	1981 00	118 25	2275 00	14125 37	860 54	3074 08	
Hastings .....	4404 50	147 10	4443 00	21676 06	328 95	6168 33	
Northumberland .....	4083 00	196 05	4011 00	27117 82	81 17	5390 02	
Durham .....	3560 00	245 41	3560 00	23271 37	705 55	4040 95	
Peterborough .....	2660 00	127 58	3120 00	14646 67	225 52	3683 46	
Victoria .....	3254 00	290 71	3525 00	17544 63	113 77	3487 37	
Ontario .....	4431 00	559 74	4400 00	34556 16	501 40	9749 75	
York .....	6082 50	436 27	5908 00	43030 22	1368 43	16890 44	
Peel .....	2771 00	246 83	2787 00	17024 66	1404 25	4484 68	
Simcoe .....	5608 00	586 54	5957 82	37705 58	399 65	7831 44	
Halton .....	2068 00	470 71	3278 00	11670 62	1709 03	4233 89	
Wentworth .....	3200 00	349 57	3168 00	18162 01	2463 22	5621 02	
Brant .....	2093 00	57 50	2904 00	16398 19	1263 71	5170 62	
Lincoln .....	2026 00	143 88	2520 00	15056 22	1342 35	4907 76	
Welland .....	2080 00	98 76	2595 00	15892 65	680 74	5649 04	
Haldimand .....	2462 00	231 71	3016 00	15519 62	753 55	5372 83	
Norfolk .....	3242 00	280 70	3184 00	23485 89	351 36	7736 24	
Oxford .....	4719 00	515 72	4941 53	33562 77	1067 66	8759 61	
Waterloo .....	3434 00	256 19	4900 00	27301 05	516 12	7519 35	
Wellington .....	5574 00	310 84	5960 26	37992 59	378 98	7309 85	
Grey .....	5816 00	420 12	6290 00	35451 33	108 11	6238 98	
Perth .....	4155 00	397 75	4004 00	26440 52	37 87	6345 78	
Huron .....	6288 00	631 08	6143 00	45269 64	40 68	7760 97	
Bruce .....	4366 00	345 41	4280 00	25721 17	7 11	6679 39	
Middlesex .....	6772 00	602 35	6619 00	46748 48	758 78	5344 09	
Elgin .....	3331 00	334 10	3400 00	24234 34	823 21	5861 69	
Kent .....	3203 50	136 75	3160 00	24568 06	222 30	5451 45	
Lambton .....	3125 00	311 25	4907 00	26272 29	37 22	9869 83	
Essex .....	2360 00	123 70	2341 70	16032 20	141 07	2343 84	
District of Algoma .....	575 00	15 00					
Parry Sound .....	50 00	62 00				12 00	
Total.....	139640 00	10430 11	149564 39	869241 75	22365 61	221957 12	

## CITIES.

Toronto .....	4418 00	233 24	32500 00	1880 50	.....	6467 49
Hamilton .....	1949 00	242 87	15119 00	963 90	6807 50	5168 29
Kingston .....	1393 00	.....	8240 00	1200 00	105 25	510 34
London .....	1530 00	200 15	11415 09	.....		6647 79
Ottawa .....	1513 00	46 25	9000 00	4115 80	420 00	22693 16
* Total.....	10803 00	722 51	76274 09	8160 20	7332 75	41487 07

## Schools of Ontario.

## EXPENDITURE BY LOCAL SCHOOL AUTHORITIES.

Total Receipts for all Common School purposes during 1869.	For Teachers Salaries,	For Maps, Apparatus, Prizes and Libraries, including 100 per cent.	For Sites and Building School Houses.	For Rents and Repairs of School Houses.	For School Books, Stationery, Fuel and other expenses,	Total Expenditure for all Common School purposes during 1869.	Balances.
\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
14246 88	10090 29	168 70	1472 32	165 39	878 64	12775 34	1471 54
13944 26	9402 51	71 06	1894 25	310 70	746 65	12425 17	1519 09
15581 02	9936 98	98 96	1799 56	750 37	1209 22	13795 09	1785 93
11561 29	7356 18	68 05	663 54	266 08	702 35	9256 20	2305 09
6509 81	5222 73	91 25	796 00	93 21	281 86	6485 05	24 76
27263 53	19415 24	364 00	3396 18	558 87	1633 67	25367 96	1895 57
13963 29	10500 01	150 12	583 85	283 84	1171 75	12689 57	1273 72
31933 11	21024 39	552 90	2532 46	762 84	2987 37	27859 96	4073 15
31907 05	19509 47	517 24	2463 44	730 19	5814 47	29034 81	2872 24
20096 33	14374 14	131 54	1191 75	715 41	2112 50	18525 34	1570 99
25939 11	16427 02	251 00	2683 75	499 30	1743 88	21606 95	4332 16
16906 58	11722 57	380 00	993 41	355 24	1243 17	14694 39	2212 19
8752 11	6166 59	82 00	90 25	346 56	823 66	7509 06	1243 05
22434 24	17507 07	239 51	1701 16	353 31	2165 53	21966 58	467 66
37167 94	25397 10	402 85	2432 20	1085 42	2991 41	32308 98	4858 96
40879 06	29670 83	412 64	3554 00	854 97	3585 56	38078 00	2801 06
35333 28	26058 79	521 26	2414 69	1021 43	3005 39	33021 56	2361 72
24463 23	16710 64	255 16	2077 57	406 75	1759 31	2109 43	3233 80
28215 48	20378 85	585 12	2373 08	793 87	2429 90	26560 82	1654 66
54198 05	34941 03	1142 77	5056 24	2925 56	4704 10	48769 70	5428 35
73715 86	46318 59	979 53	9907 18	1769 70	5824 97	64799 97	8915 89
28718 42	21993 27	527 53	1729 76	751 38	2070 76	27072 70	1645 72
58089 03	33183 62	1268 97	6060 84	1410 68	4390 92	52315 03	5774 00
23430 25	16915 42	941 42	2258 82	578 56	2084 64	22778 86	651 39
32956 82	24169 80	685 14	1899 15	773 53	2933 93	30461 55	2495 27
27887 02	17662 42	150 94	3941 28	442 35	2328 04	24525 03	3361 99
25996 21	15980 27	329 34	2384 82	344 34	2376 78	21415 55	4580 66
26996 19	16975 88	409 15	1525 30	463 44	3105 63	22479 40	4516 79
27355 71	19367 01	463 42	2636 72	493 07	1849 60	24809 82	2545 89
38280 19	23363 55	561 40	6307 79	846 62	2993 97	34073 33	4206 86
53566 29	35953 95	1031 44	5817 40	1329 02	3620 23	47752 04	5814 25
43926 71	30241 28	591 56	1961 39	1359 46	3167 28	37320 97	6605 74
57526 52	39651 75	813 21	6082 21	1443 05	3595 51	51585 73	5940 79
54324 54	39805 45	840 24	3367 32	1270 90	4279 30	49563 21	4761 33
41380 92	28586 98	862 87	4505 45	862 08	3233 89	38051 27	3329 65
66133 37	45478 07	1262 16	6208 20	1721 66	4754 54	59424 63	6708 74
41399 08	26337 65	703 45	5679 36	838 70	2991 32	36550 48	4848 60
66844 70	48185 20	1261 08	9295 44	1576 89	4526 09	64844 70	2000 00
37984 34	27481 94	668 20	1917 82	587 04	3361 23	34016 23	3968 11
36742 06	26262 18	790 96	2051 85	1076 23	2586 15	32767 37	3974 69
44522 59	24754 54	786 11	6792 79	982 83	3872 14	37188 41	7334 18
23362 51	17535 45	278 72	986 08	735 46	1438 57	20974 28	2388 23
590 00	560 00	30 00	.....	.....	.....	590 00	.....
124 00	.....	124 00	.....	.....	.....	124 00	.....
1413198 98	964776 70	22846 97	133488 67	34936 30	113375 88	1269424 52	143774 46
45499 23	22115 00	466 48	7499 81	3240 07	8610 92	41932 28	3566 95
30250 56	17252 76	485 74	4947 26	1149 07	6311 04	30145 87	104 69
11448 59	7681 81	120 37	315 00	663 59	2666 76	11447 53	1 06
19793 03	9547 10	400 30	1032 45	884 26	967 66	12831 77	6961 26
37788 21	8903 72	121 25	15418 48	454 00	3924 72	28822 17	8966 04
144779 62	65500 39	1594 14	29213 00	6390 99	22481 10	125179 62	19600 00

TABLE A.—The Common

## RECEIPTS BY LOCAL SCHOOL AUTHORITIES.

## TOWNS.

	For Teachers' Salaries (Legislative Grant).	For Maps, Apparatus, Prizes and Libraries (Legislative Grant).	Municipal School Assessment.	Trustees' School Assessment.	Trustees' Rate Bill for Fees.	Clergy Reserve Fund, Balances and other sources
Amherstburgh .....	\$ 246 00	\$ 58 00	\$ 1528 38	\$ 1360 98	\$ 60 12	\$ 56 47
Barrie .....	300 00	16 26	1537 00	284 00	.....	82 91
Belleville .....	657 00	17 00	6784 17	.....	.....	2039 46
Berlin .....	303 00	75 05	2883 00	217 42	37 48	192 14
Bothwell .....	119 00	38 00	1415 13	.....	.....	240 98
Bowmanville .....	269 00	52 00	1829 76	.....	763 58	244 86
Brantford .....	991 00	75 75	8100 00	377 22	1027 50	1173 68
Brockville .....	435 00	63 00	3814 00	353 32	43 25	2698 39
Chatham .....	466 00	44 00	2836 87	.....	.....	2960 05
Clifton .....	140 00	9 50	1100 00	100 00	100 00	1563 58
Cobourg .....	468 00	135 80	2700 00	185 46	598 75	446 08
Collingwood .....	160 00	25 00	1190 00	.....	.....	150 19
Cornwall .....	203 00	.....	1550 00	.....	.....	1250 00
Dundas .....	316 00	16 40	566 25	\$ 1654 17	881 88	997 64
Galt .....	358 00	5 00	3617 00	.....	33 50	1858 57
Goderich .....	359 00	72 40	4200 00	.....	.....	152 66
Guelph .....	586 00	.....	4328 62	.....	1432 61	621 48
Ingersoll .....	343 00	7 25	1039 00	233 80	656 37	1268 10
Lindsay .....	272 00	17 91	1905 18	861 60	.....	5322 52
Milton .....	100 00	82 09	1422 60	.....	2 50	224 21
Napanee .....	220 00	23 25	1095 00	74 53	56 09	114 90
Niagara .....	229 00	.....	828 24	.....	6 75	1020 84
Oakville .....	159 00	10 34	1272 85	105 62	75 00	67 84
Owen Sound .....	269 00	.....	3670 00	.....	.....	7586 20
Paris .....	268 00	.....	2320 26	69 43	20 00	337 32
Perth .....	277 00	10 00	1119 84	629 15	.....	1027 80
Peterborough .....	432 00	28 00	2519 85	500 00	\$ 1593 58	216 21
Picton .....	243 00	.....	1200 00	287 75	.....	1065 66
Port Hope .....	438 00	21 82	2196 09	.....	1763 50	1888 04
Prescott .....	248 00	40 00	953 00	\$ 749 78	593 00	173 84
Sandwich .....	150 00	10 00	699 23	.....	.....	11 48
Sarnia .....	261 00	72 24	2079 33	.....	829 00	907 05
St. Catharines .....	683 00	10 62	3285 32	888 45	.....	1330 49
St. Marys .....	351 00	60 00	2600 00	193 00	.....	1830 50
St. Thomas .....	187 00	.....	1374 00	.....	656 25	229 70
Simcoe .....	165 00	20 00	1394 51	60 00	.....	41 52
Stratford .....	353 00	19 00	3252 00	400 00	.....	2344 10
Whitby .....	295 00	32 48	2242 64	139 72	.....	567 05
Windsor .....	370 00	74 06	3593 00	.....	.....	1359 46
Woodstock .....	365 00	29 63	2600 00	.....	1206 63	533 53
Total .....	13045 00	1271 85	94642 12	9725 40	12437 34	46197 50

## VILLAGES.

Arnprior .....	135 00	40 00	1416 22	.....	.....	208 03
Ashburnham .....	125 00	10 00	200 00	.....	.....	160 67
Aurora .....	126 00	.....	1125 00	.....	.....	1123 40
Bath .....	65 00	.....	450 00	.....	.....	313 06
Bradford .....	120 00	32 22	663 62	.....	.....	168 54
Brampton .....	185 00	38 80	2150 00	.....	.....	91 45
Brighton .....	130 00	16 00	930 00	.....	.....	701 68
Caledonia .....	115 00	.....	450 00	.....	333 91	68 28
Cayuga .....	82 00	.....	470 00	.....	.....	156 41
Chippewa .....	159 00	.....	650 00	104 65	.....	1 22
Clinton .....	145 00	.....	1500 00	.....	.....	3884 49
Colborne .....	96 00	5 00	750 00	.....	.....	15 20
Dunnville .....	165 00	.....	865 00	.....	.....	991 24
Elora .....	186 00	.....	1315 43	77 00	.....	506 28
Embro .....	70 00	5 00	349 00	.....	5 00	12 76
Fergus .....	159 00	28 00	1250 00	227 76	1 50	613 60

## Schools of Ontario—Continued.

## EXPENDITURE BY LOCAL SCHOOL AUTHORITIES.

Total Receipts for all Common School purposes during 1869.	For Teachers' Salaries.	For Maps, Apparatus, Prizes and Libraries, including 100 per cent.	For Sites and Building School Houses.	For Rents and Repairs of School Houses.	For School Books, Stationery, Fuel and other expenses.	Total Expenditure for all Common School purposes during 1869.	Balances.
3309 95	1945 84	126 00	634 02	90 10	462 11	3258 07	\$ 51 88
2220 17	1146 81	117 03	.....	115 00	303 09	2081 93	138 24
9497 63	5147 83	57 60	1233 18	1392 01	1100 15	8930 77	566 86
3708 09	2709 18	150 10	.....	239 17	419 47	3517 92	190 17
1804 11	1234 00	100 71	.....	154 18	172 24	1661 13	142 98
3159 20	1930 33	104 00	122 27	.....	766 81	2923 41	235 79
11745 15	6402 69	151 50	102 87	297 80	1935 03	8889 89	2835 26
7406 96	3210 00	126 00	.....	84 71	3260 91	6681 62	725 34
6306 92	2391 45	88 00	1611 35	150 00	1445 02	5685 82	621 10
3013 08	1234 00	19 42	700 00	23 34	165 71	2142 47	870 61
4534 09	2900 00	302 80	52 00	290 00	455 17	3999 97	534 12
1525 19	1125 00	50 00	.....	25 22	265 92	1466 14	59 05
3003 00	1142 00	20 60	.....	360 68	845 10	2368 38	634 62
4432 34	3621 97	38 20	.....	222 51	510 87	4393 55	38 79
5872 07	3111 00	10 00	.....	379 53	585 17	4085 70	1786 37
4784 06	3460 00	144 80	.....	59 62	791 70	4456 12	327 94
6968 71	4549 11	68 05	477 00	514 31	1331 44	6939 91	28 80
3547 52	1811 67	77 25	916 85	126 88	221 26	3153 91	393 61
8379 21	2159 17	186 18	2616 05	407 56	1868 33	7237 29	1141 92
1831 40	905 00	168 53	.....	75 69	126 21	1275 43	555 97
1583 77	1278 94	39 91	.....	26 25	229 31	1574 41	9 36
2084 83	1847 28	10 00	.....	11 65	215 90	2084 83	.....
1690 65	1226 66	61 34	.....	133 05	215 96	1637 01	53 64
11525 20	2670 00	10 56	6663 30	450 29	1397 27	11191 42	333 78
3015 01	1898 23	11 45	.....	464 49	553 21	2927 38	87 63
3063 79	1840 00	20 00	.....	67 61	638 75	2566 36	497 43
5289 64	3783 83	86 00	.....	115 19	1060 28	5045 30	244 34
2796 41	1187 71	.....	61 00	314 89	430 02	1993 62	802 79
6307 45	2912 50	42 73	2048 30	37 15	855 13	5895 81	411 64
2757 62	1363 13	80 00	.....	63 62	458 05	1964 80	792 82
870 71	627 50	20 00	.....	.....	222 10	869 60	1 11
4148 62	2334 00	144 48	952 00	214 00	290 22	3934 70	213 92
6197 88	4775 06	326 71	300 00	308 11	488 00	6197 88	.....
5034 50	2178 30	149 00	40 00	247 75	546 74	3161 79	1872 71
2446 95	1625 65	.....	.....	225 95	313 23	2164 83	282 12
1681 03	1307 24	95 00	.....	157 10	121 69	1681 03	.....
6368 10	2600 00	80 00	.....	132 33	148 35	2960 68	3407 42
3276 89	2138 07	128 58	.....	359 00	651 24	3276 89	.....
5396 52	2805 00	160 96	171 52	902 84	554 24	4594 56	801 96
4734 79	2813 30	59 26	.....	64 24	1368 99	4305 79	429 00
177319 21	95749 45	3632 75	18701 71	9303 82	27790 39	155178 12	22141 09
1799 25	823 87	80 00	.....	229 75	21 96	1155 58	643 67
495 67	356 67	20 06	.....	29 75	59 02	465 50	30 17
2374 40	650 00	5 00	1424 94	51 03	60 40	2191 37	183 03
828 06	725 00	.....	.....	14 96	88 10	828 06	.....
984 38	700 00	64 44	.....	48 31	159 59	972 34	12 04
2465 25	1087 30	78 80	355 82	.....	301 61	1823 53	641 72
1777 68	673 00	32 00	.....	32 07	151 51	888 58	889 10
967 19	650 00	10 00	.....	16 00	116 92	792 92	174 27
708 41	525 50	.....	.....	15 52	112 63	653 65	54 76
914 87	756 75	.....	.....	1 47	152 00	910 22	4 65
5529 49	1150 00	1 50	2110 45	69 42	222 15	3553 52	1975 97
866 20	516 00	20 00	.....	20 00	301 80	857 80	8 40
2021 24	1000 00	.....	.....	37 31	74 57	1111 88	909 36
2084 71	1230 00	4 51	.....	27 75	360 43	1622 69	462 02
441 76	400 00	10 30	.....	.....	28 91	439 21	2 55
2279 86	1390 00	90 00	.....	53 44	331 48	1864 92	414 94

TABLE A.—The Common

## RECEIPTS BY LOCAL SCHOOL AUTHORITIES.

## VILLAGES—Continued.

	For Teachers' Salaries (Legislative Grant).	For Maps, Apparatus, Prizes and Libraries (Legislative Grant).	Municipal School Assessment.	Trustees' School Assessment.	Trustees' Rate Bill for Fees.	Clergy Reserve Fund, Balances and other sources
Fort Erie .....	\$ 110 00	\$ 25 00	\$ 837 00	.....	.....	\$ 347 89
Gananoque .....	170 00	5 00	.....	.....	.....	1111 22
Garden Island .....	60 00	.....	120 00	.....	289 00	42 00
Georgetown .....	154 00	17 50	948 63	.....	.....	3220 24
Hawkesbury .....	130 00	.....	400 00	150 00	285 03	42 73
Hespeler .....	105 00	.....	675 00	.....	.....	209 21
Holland Landing .....	76 00	.....	600 00	.....	.....	12 06
Iroquois .....	80 00	.....	108 17	286 10	.....	57 49
Kemptville .....	114 00	33 00	500 00	.....	232 00	102 71
Kincardine .....	150 00	45 91	1203 84	.....	.....	12 68
Lanark .....	70 00	15 00	70 00	507 00	178 62	16 86
Listowel .....	100 00	.....	460 00	.....	.....	100 29
Merrickville .....	105 00	.....	500 00	.....	.....	84 10
Mitchell .....	196 00	19 25	1050 00	.....	24 75	1178 89
Morrisburgh .....	118 00	.....	118 00	238 00	.....	.....
Mount Forest .....	144 00	13 00	1090 76	130 25	.....	18 66
Newburgh .....	100 00	8 00	120 00	432 31	.....	.....
Newcastle .....	98 00	22 00	503 56	.....	225 35	.....
New Edinburgh .....	40 00	13 00	900 00	.....	1 80	275 47
New Hamburg .....	121 00	30 00	1000 00	.....	6 00	658 21
Newmarket .....	168 00	.....	1100 00	45 23	347 95	312 88
Oilsprings .....	155 00	12 00	417 22	.....	.....	197 36
Orangeville .....	95 00	.....	745 89	.....	.....	184 06
Orillia .....	130 00	.....	700 00	.....	4 40	269 40
Oshawa .....	280 00	14 07	1475 95	180 70	12 00	932 08
Pembroke .....	98 00	.....	80 00	376 69	183 00	75 07
Petrolia .....	100 00	15 00	3350 00	.....	.....	123 37
Portsmouth .....	131 00	34 25	750 00	175 86	73 57	530 83
Port Dalhousie .....	135 00	.....	1100 00	.....	179 75	761 28
Preston .....	150 00	7 50	1200 00	88 86	18 00	1521 05
Renfrew .....	67 00	.....	266 58	.....	.....	8 51
Richmond .....	50 00	.....	30 07	131 33	88 72	102 89
Seaforth .....	90 00	23 00	1800 00	.....	15 50	154 59
Smith's Falls .....	132 00	.....	355 00	.....	218 00	200 74
Southampton .....	90 00	.....	790 00	10 00	5 00	26 67
Stirling .....	96 00	5 50	643 98	.....	.....	3 05
Strathroy .....	140 00	10 00	2507 89	.....	.....	284 79
Streetsville .....	85 00	.....	635 00	.....	24 75	198 21
Thorold .....	225 00	.....	1000 00	115 00	442 25	684 12
Trenton .....	210 00	78 00	1547 28	430 10	.....	310 06
Vienna .....	97 00	.....	805 00	.....	.....	82 60
Wardsville .....	98 00	.....	682 16	.....	98 00	34 56
Waterloo .....	160 00	.....	2500 00	.....	.....	99 16
Welland .....	108 00	.....	600 00	.....	.....	363 14
Wellington .....	76 00	.....	441 74	.....	175 00	.....
Yorkville .....	185 00	33 43	1000 00	.....	105 25	277 49
Total .....	7655 00	654 43	52262 99	3706 84	3574 10	24274 98
Total Counties .....	139640 00	10430 11	149564 39	869241 75	22365 61	221957 12
" Cities .....	10803 00	722 51	76274 09	8160 20	7332 75	41487 07
" Towns .....	13045 00	1271 85	94642 12	9725 40	12437 34	46197 50
" Villages .....	7655 00	654 43	52262 99	3706 84	3574 10	24274 98
Grand Total, 1869 .....	171143 00	13078 90	372743 59	890834 19	45709 80	33016 67
" 1868 .....	171987 80	13730 60	362375 06	855538 61	50869 81	31330 74
Increase .....	.....	.....	10368 53	35295 58	.....	.....
Decrease .....	884 80	651 70	.....	.....	5160 01	914 07

## Schools of Ontario.—Continued.

## EXPENDITURE BY LOCAL SCHOOL AUTHORITIES.

Total Receipts for all Common School purposes during 1869.	For Teachers' Salaries.	For Maps, Apparatus, Prizes and Libraries, including 100 per cent.	For Sites and Building School Houses.	For Rents and Repairs of School Houses.	For School Books, Stationery, Fuel and other expenses.	Total Expenditure for all Common School purposes during 1869.	Balances.
1319 89	666 30	61 54	92 00	68 24	147 67	875 51	444 38
1286 22	890 00	10 00	34 00	3163 20	172 25	1232 49	53 73
511 00	450 00	.....	.....	.....	17 98	467 98	43 02
4340 37	925 00	34 00	3163 20	.....	218 17	4340 37	.....
1007 76	820 00	.....	.....	.....	133 43	953 43	54 33
989 21	799 00	4 75	.....	7 18	125 93	936 86	52 35
688 06	580 00	.....	.....	15 00	84 50	679 50	8 56
531 76	393 00	.....	.....	15 37	54 10	462 47	69 29
981 71	660 00	88 00	.....	27 00	108 62	883 62	98 09
1412 43	1060 00	91 82	.....	100 00	145 99	1397 81	14 62
857 48	680 00	46 45	.....	5 30	75 19	806 94	50 54
660 29	402 00	.....	.....	89 90	137 14	629 04	31 25
689 10	611 67	5 12	.....	12 44	56 28	685 51	3 59
2468 89	1084 16	39 25	.....	28 70	482 30	1634 41	834 48
474 00	414 00	.....	.....	60 00	.....	474 00	.....
1396 67	926 23	26 00	51 25	133 44	181 67	1318 59	78 08
660 31	493 00	16 00	.....	15 00	136 31	660 31	.....
848 91	599 60	44 00	.....	114 62	90 69	848 91	.....
1230 27	644 00	73 00	160 00	111 21	37 75	1025 96	204 31
1315 21	1178 50	60 00	.....	35 04	131 98	1405 52	409 69
2004 06	1145 00	.....	.....	2 21	485 96	1633 17	370 89
781 58	434 38	25 00	.....	84 74	196 89	741 01	40 57
1024 95	610 00	.....	.....	176 17	60	786 77	238 18
1103 80	680 00	.....	.....	8 00	93 33	781 33	322 47
2894 80	1481 50	48 77	.....	366 52	789 01	2685 80	209 00
812 76	620 00	28 24	30 00	49 18	82 67	810 09	2 67
3588 37	1060 00	71 00	1860 02	78 51	481 10	3550 63	37 74
1695 51	843 23	71 72	.....	37 94	673 31	1626 20	69 31
2176 03	1125 00	.....	.....	169 36	90 75	1385 11	790 92
2985 41	1160 57	38 05	9 00	35 66	144 69	1387 97	1597 44
342 09	297 33	.....	.....	.....	42 24	339 57	2 52
403 01	240 59	.....	.....	17 00	67 36	324 95	78 06
2083 09	816 67	46 00	101 15	122 27	176 13	1262 22	820 87
905 74	716 80	.....	.....	15 05	173 89	905 74	.....
921 67	543 96	.....	49 00	7 93	172 11	773 00	148 67
748 53	520 00	11 00	130 00	.....	40 91	701 91	46 62
2942 68	1150 00	40 00	430 00	60 42	322 53	2002 95	939 73
942 96	520 00	.....	.....	6 09	67 25	593 34	349 62
2466 37	1373 05	.....	.....	.....	177 92	1550 97	915 40
2575 44	1747 45	156 00	.....	6 70	220 75	2130 90	444 54
984 60	796 00	.....	.....	.....	188 60	984 60	.....
912 72	340 27	.....	.....	120 86	299 26	760 39	152 33
2759 16	1681 32	.....	.....	376 99	202 72	2261 03	498 13
1071 14	776 00	.....	.....	.....	213 94	989 94	81 20
692 74	450 00	.....	.....	67 50	175 24	692 74	.....
1601 17	1099 84	.....	.....	83 92	417 41	1601 17	.....
92128 34	49139 51	1552 32	9966 83	3378 24	11077 60	75114 50	17013 84
1413198 98	964776 70	22846 97	133488 67	34936 30	113375 88	1269424 52	143774 46
144779 62	65500 39	1594 14	29213 00	6390 99	22481 10	125179 62	19600 00
177319 21	95749 45	3632 75	18701 71	9303 82	27790 39	155178 12	22141 09
92128 34	49139 51	1552 32	9966 83	3378 24	11077 60	75114 50	17013 84
1827426 15	1175163 05	29626 18	191370 21	54009 35	174724 97	1624896 76	202529 39
1789332 62	1146543 92	31157 62	186309 76	54610 42	169813 21	1588434 93	200897 69
38093 53	28622 13	1531 44	5060 45	601 07	4911 76	36461 83	1631 70

TABLE B.—The Common Schools of Ontario.

## PEUPLES ATTENDING THE COMMON SCHOOLS.

COUNTIES.	No.	School population between 5 and 16 years of age.	Pupils between 5 and 16 years of age.	Pupils of other ages.	Total No. of pupils attending school.	All ages.	Pupils of other ages.	Boys.	Girls.	NUMBER OF PUPILS ATTENDING SCHOOL.					Average attendance of pupils.
								Less than 20 days during year.	20 to 50 days.	50 to 100 days.	100 to 150 days.	150 to 200 days.	200 days to the whole year.	No. of children not attending any school whatsoever.	
1 Glengarry .....	6220	5054	243	2769	2528	108	285	890	1356	1172	942	652	292	664	2024
2 Stormont .....	5200	4440	283	4723	2290	18	482	922	1209	976	571	271	394	1710	2013
3 Dundas .....	5800	4670	352	5022	2432	26	497	852	1060	951	727	433	502	452	1328
4 Prescott .....	4620	3717	112	3829	1909	69	375	761	917	723	597	220	200	908	147
5 Russell .....	2460	1648	14	1662	825	837	4	204	253	322	1875	1573	1196	572	345
6 Carleton .....	9020	7587	398	7985	4236	3749	20	901	1523	1875	1573	1196	318	330	856
7 Grenville .....	5960	5032	236	5288	2776	5288	70	663	1020	1303	961	693	1233	554	685
8 Leeds .....	10650	7847	515	8362	4312	4050	90	894	1681	2057	1681	1233	262	322	1919
9 Lanark .....	8690	7306	411	7117	4100	3617	21	877	1605	1910	1464	1061	546	254	574
10 Renfrew .....	7570	5259	277	5476	2811	2665	66	817	1166	1507	856	571	339	230	1806
11 Frontenac .....	7830	6759	468	7227	3759	3468	57	954	1564	1860	1263	821	390	375	2380
12 Addington .....	4840	4150	299	4449	2286	2163	43	502	758	1083	873	580	260	393	220
13 Lennox .....	2360	1988	152	2140	1167	973	18	267	489	579	441	253	84	27	1515
14 Prince Edward .....	5180	4621	622	5243	2854	2389	77	510	1006	1332	1163	884	349	289	702
15 Hastings .....	11200	9281	663	9944	5238	4706	83	1175	2099	2735	2111	1210	614	.....	273
16 Northumberland .....	10120	9357	651	9988	5344	4644	10	1211	2267	2939	2004	1139	428	.....	2030
17 Durham .....	9460	7904	601	8505	4600	3905	124	979	1789	2309	1701	1239	488	.....	3351
18 Peterborough .....	7310	5328	305	5633	2881	2752	47	722	1240	1386	1013	633	280	359	3193
19 Victoria .....	8340	6896	466	7362	3900	3462	22	905	1667	1883	1322	790	358	427	1763
20 Ontario .....	12470	11135	6778	11913	6770	5143	40	1247	2307	3287	2464	1718	761	129	2407
21 York .....	16690	14280	978	15258	8278	6980	77	1527	3089	4188	2944	2313	1197	.....	1487
22 Peel .....	7220	6591	785	7176	3914	3262	51	791	1444	2023	1334	982	473	129	2461
23 Simcoe .....	16290	13990	773	14763	8038	6725	61	1969	3384	3928	2469	1858	821	334	1742
24 Halton .....	5530	4874	455	5329	2859	2470	94	520	1040	1573	942	805	347	102	1993
25 Wentworth .....	8480	7085	435	7520	4037	3483	161	609	1366	2077	1609	1214	645	.....	227
26 Brant .....	5840	4980	451	5431	2867	2564	35	560	1125	1380	1110	749	488	19	563
27 Lincoln .....	5600	4562	389	4951	2636	2315	64	530	919	1299	939	680	331	253	216
28 Welland .....	5550	4895	451	5346	2849	2497	72	613	1126	1373	1035	675	293	374	1862
29 Haldimand .....	6700	5646	621	6138	3302	2836	47	697	1306	1593	1221	844	373	104	2315
30 Norfolk .....	8990	7942	745	8687	4628	4059	43	1150	1573	2360	1749	1191	434	230	3022
31 Oxford .....	12600	11134	756	11890	6523	5367	13	1018	2210	3000	921	333	996	650	4544
32 Waterloo .....	9300	8214	360	8574	4866	3708	35	1853	2149	2853	1434	863	290	3386	2386
33 Wellington .....	16220	14579	929	15508	8389	7119	27	1772	3233	4478	2998	966	.....	1229	5258

PUPILS ATTENDING THE COMMON SCHOOLS.

NUMBER IN THE DIFFERENT BRANCHES OF INSTRUCTION.

No.	1st Class. (Lowest).	2nd Class.	3rd Class.	4th Class.	5th Class.	Grammar.	Arithmetick.	General Geography.	Canadian History.	Other History.	Writing.	Book-Keeping.	Measuration.	Algebra.	Geometry.	Natural Philosophy.	Local Music.	Imperial Drawing.	No. of Girls Learning needle work.	Other Studies.
1	1144	861	922	958	1335	2870	1555	1548	530	765	3099	87	81	64	210	618	38	12	12	
2	975	769	865	806	1130	2430	905	850	278	456	2470	117	5	23	105	45	1	12	12	
3	922	774	992	949	1079	2723	1170	1066	288	357	2703	19	38	19	35	6	2	12	12	
4	1032	596	572	552	650	1853	835	717	295	251	1724	27	12	19	12	183	10	8	58	
5	1664	1278	1851	1507	1408	281	431	744	390	40	642	30	4	27	14	31	46	10	8	
6	7	1092	823	965	854	1134	2950	1007	1762	916	654	4172	120	33	89	56	65	192	10	
7	1571	1358	1574	1534	1884	4673	1692	2052	295	916	4291	168	67	106	49	77	60	9	65	
8	1640	1343	1577	1470	1579	4208	1734	1749	735	735	3865	83	28	64	56	32	301	88	65	
9	10	1246	1129	1093	949	772	2525	1348	518	229	2658	48	6	46	10	17	2	8	225	
10	1501	1265	1455	1243	1334	3831	1330	1594	578	599	3617	135	36	64	13	96	182	1	10	
11	936	712	805	745	1002	2646	879	1162	3018	608	2376	165	19	109	21	33	77	50	12	
12	414	333	371	396	564	1219	414	614	315	315	1187	66	4	28	8	9	9	50	12	
13	909	783	1133	989	1100	3468	1691	2307	678	943	3233	214	27	129	45	100	20	27	8	
14	2307	2108	2244	1805	1323	593	2204	3390	1692	1217	5578	351	146	124	59	125	482	27	8	
15	2596	2148	2576	1481	776	6939	5001	5396	802	7224	303	12	143	88	157	182	16	26	40	
16	1811	1582	2088	1723	1311	5867	2963	3987	2280	1630	5861	206	35	197	71	99	1196	85	142	
17	1124	969	1141	775	3377	1645	1762	572	480	3352	73	19	21	14	13	109	4	92	316	
18	1254	1320	1530	1141	1202	4197	1743	2015	914	852	3890	51	39	76	65	63	839	10	122	
19	1742	2180	2390	2093	2311	2337	4226	1804	1599	7259	215	117	210	111	538	1890	50	10	28	
20	3580	3078	2797	3180	9967	4675	5919	2672	2116	9821	434	152	314	138	307	1674	284	10	156	
21	1365	1174	1503	1250	1784	4493	2234	2682	1414	1406	4119	276	79	177	96	63	167	175	175	
22	2329	2766	3230	2413	2350	7397	3320	4501	2069	1735	7245	259	52	195	81	279	1546	51	527	
23	1104	873	1146	952	1070	3386	1720	2054	923	784	3359	189	76	162	70	122	471	41	41	
24	1317	1340	1546	1416	1254	4539	1838	2178	1317	1212	4085	176	49	92	55	62	771	62	110	
25	951	948	1045	1129	1214	3694	1606	1841	924	848	3237	211	82	149	60	80	479	36	135	
26	27	848	901	1065	884	990	3077	1268	1408	700	712	2803	128	29	102	34	66	175	30	
27	28	998	878	996	937	1026	1484	1662	887	515	3215	176	26	124	30	52	566	20	24	
28	1264	1071	1266	1135	1220	3973	1563	2251	860	150	34	88	38	169	331	45	3	42		
29	1756	1563	1763	1694	1487	5079	1846	2300	786	986	4671	340	12	52	40	83	731	123	50	
30	2068	1939	2426	2277	2392	7610	3713	4940	3148	715	2077	7544	307	357	152	464	164	14	50	
31	2291	1588	1719	1311	1091	5605	1814	2615	895	688	5541	196	91	158	81	83	1565	125	43	
32	3172	2649	5337	8938	4314	5337	301	2116	8360	384	301	2116	194	187	194	278	278	278	253	
33	3504	2574	2660	2649	3172	2649	2649	2649	2649	2649	2649	2649	2649	2649	2649	2649	2649	2649	2649	

TABLE B.—The Common Schools of Ontario.—Continued.

## PUPILS ATTENDING THE COMMON SCHOOLS.

COUNTIES—Continued.	No. of children not attending any school whatever.	No. of pupils of all ages attending school	Pupils between 5 and 16 years of age.	Pupils between 5 and 16 years of age.	Total No. of pupils of other ages.	Boys.	Girls.	NUMBER OF PUPILS ATTENDING SCHOOL.					
								Less than 20 days during the year.	20 to 50 days.	50 to 100 days.	100 to 150 days.	150 to 200 days.	200 days or more whole year.
34 Grey.....	15931	860	16791	7831	14	2161	3810	4341	3040	1851	946	642	1903
35 Perth .....	10949	476	11425	6126	16	1051	2181	3232	2406	1764	775	16	1126
36 Huron .....	19000	743	17532	9251	3	1960	3272	4593	3525	2519	1365	298	1535
37 Bruce .....	13140	1293	12845	6777	19	1275	2425	3166	2635	1809	891	646	1067
38 Middlesex .....	19100	16951	12823	9494	51	1811	3249	4602	3628	2905	1378	660	1297
39 Elgin .....	9050	816	8990	4741	31	4249	833	1805	2250	1832	1424	417	7303
40 Kent .....	9020	7710	8273	4421	5	631	1595	2180	1847	1201	534	104	3522
41 Lambton .....	9030	8375	8746	4633	4	4113	984	1689	2212	1650	1271	681	693
42 Essex .....	6390	5984	271	6255	31	2944	179	1439	1589	1228	853	232	259
43 Districts .....	1100	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2069
Total.....	386190	331917	21509	353426	188471	164935	1922	38796	70347	92495	69470	49360	23967
CITIES.													
44 Toronto .....	9150	38	9197	4646	4551	.....	.....	850	1322	1936	1706	2086	1387
45 Hamilton .....	5190	56	5244	2777	2407	285	263	605	1057	864	1246	1203	100
46 St. Catharines .....	3630	36	3101	1500	1601	.....	163	382	650	661	727	518	160
47 London .....	4160	4019	237	4256	2183	2073	35	369	660	907	1015	1036	300
48 Ottawa .....	4300	4150	47	4197	2240	1937	35	404	659	905	803	640	239
Total.....	28780	25581	414	25995	13346	12639	320	2049	3538	5455	5049	5765	4133
TOWNS.													
49 Amherstburgh .....	630	559	7	566	347	219	30	37	47	158	129	49	67
50 Baile .....	630	636	4	640	333	307	30	30	76	118	230	124	281
51 Belleville .....	1850	2016	46	2062	998	1064	21	162	226	352	353	310	283
52 Berlin .....	770	709	17	726	351	375	21	58	97	130	169	120	720

# PUPILS ATTENDING THE COMMON SCHOOLS.

NUMBER IN THE DIFFERENT BRANCHES OF INSTRUCTION.

35

No.	READING.			Arithmetie.	Grammar.	General Geography.	Canadian History.	Other History.	Writing.	Book-keeping.	Measuration.	Algebra.	Geometry.	Musical Drawing.	No. of girls learning needle work.	Other Studies.	
	1st Class. (lowest).	2nd Class.	3rd Class.														
34	4326	3419	3726	2963	2138	9820	3585	5296	2262	1636	9369	433	90	202	70	118	1745
35	2479	2007	2526	2178	2049	6459	2799	4165	1996	1311	6333	94	97	190	73	82	1171
36	3942	3002	3709	3230	2981	3253	3978	5715	2076	949	324	1651	223	132	169	304	1561
37	2804	2385	2702	2243	2152	7703	2947	4416	2468	1655	7163	427	85	140	88	437	1031
38	3510	2848	3846	3311	4074	10716	4371	6320	3440	2954	9995	419	230	430	223	354	1335
39	1511	1213	1692	1630	1692	1464	5385	2704	2388	1031	1551	5335	689	102	252	116	182
40	1911	1484	1714	1413	1484	1718	5063	5055	2039	1537	1021	5245	293	36	135	54	123
41	1961	1447	1695	1701	1718	1090	724	3178	3143	1712	1123	4828	161	77	45	25	551
42	1623	1185	1182	1050	1182	1090	724	3178	1032	1204	465	332	3350	68	17	33	8
43																	
76178	62295	73255	62948	208334	91684	115905	63222	47063	290544	9149	2710	5518	2649	5868	2895	2829	1978
44	3439	1364	2437	1204	926	7893	4199	7545	3248	2867	5744	191	175	253	167	157	5117
45	1831	917	1316	895	285	4815	1433	9818	980	585	4775	77	77	237	142	142	2458
46	660	554	644	614	434	2141	1496	1585	1171	846	1938	247	237	235	203	97	1318
47	1294	1126	698	690	448	3627	2891	4012	522	1067	2685	130	381	647	98	465	995
48	756	1047	880	746	418	2571	1836	1682	781	740	2471	82	84	88	51	44	1713
49	7980	5008	5975	4149	2511	21147	11855	19642	6702	6105	17613	727	1036	1335	576	839	11601
50																	
51	140	103	114	142	107	428	318	355	78	121	441	22	21	17	16	12	347
52	137	146	194	108	55	503	317	453	115	67	508	1090	287	322	72	10	150
53	696	347	407	333	230	1375	995	1090	646	1363	503	139	433	132	1	7	53
54	159	144	171	152	139	584	433	646	298	132	503	36	4	43	4	15	640

TABLE B.—The Common Schools of Ontario.—Continued.

## PUPILS ATTENDING THE COMMON SCHOOLS.

TOWNS—Continued.

	% of popula- tion between 16 and 50 years of age.	School population between 5 and 16 years of age.	Pupils of other ages.	Total No. of pupils attending school.	Boys.	Girls.	Intelligent pupils.	NUMBER OF PUPILS ATTENDING SCHOOL.						
								Less than 20 days than the year.	20 to 50 days.	50 to 100 days.	100 to 150 days.	150 to 200 days.	Whole year.	
53 Bothwell .....	360	361	16	377	218	159	40	40	85	86	85	34	73	154
54 Bowenville .....	750	678	8	686	347	339	40	20	85	155	168	111	100	364
55 Brantford .....	2000	2053	25	2078	1088	990	46	132	283	447	390	496	310	1060
56 Brockville .....	1100	1090	29	1119	726	625	582	124	228	400	306	204	178	683
57 Clactham .....	1200	1315	36	1351	184	169	169	28	50	91	78	80	26	556
58 Clifton .....	400	349	4	353	473	285	159	34	86	194	177	108	159	176
59 Cobourg .....	1100	747	11	758	582	331	251	62	111	126	118	109	70	370
60 Collingwood .....	550	574	8	550	528	10	538	312	68	101	153	111	75	262
61 Cornwall .....	530	528	10	538	767	1	768	425	343	103	34	235	51	184
62 Dundas .....	810	815	6	821	401	420	444	30	72	159	165	233	80	304
63 Galt .....	1000	910	3	913	463	463	444	59	85	184	210	254	121	517
64 Goderich .....	1600	1631	29	1660	906	754	108	231	408	537	218	163	103	500
65 Guelph .....	920	685	29	714	324	390	56	62	121	177	132	133	88	578
66 Ingersoll .....	850	1010	63	1073	505	505	508	143	283	278	131	206	11	364
67 Lindsay .....	270	276	10	286	146	140	140	17	25	68	63	51	51	426
68 Milton .....	620	618	16	618	317	301	8	72	117	205	162	56	6	164
69 Niagara .....	500	388	16	404	217	187	223	12	53	58	64	94	68	25
70 Oakville .....	470	478	1	479	256	403	403	54	113	153	99	93	26	139
71 Owen Sound .....	850	850	25	806	403	403	403	18	20	66	82	207	258	220
72 Paris .....	720	817	11	828	427	401	70	27	78	209	207	272	35	159
73 Perth .....	580	581	12	593	304	289	289	22	59	121	123	195	68	446
74 Peterborough .....	1120	1127	53	1180	531	649	28	84	193	318	273	254	28	442
75 Picton .....	580	535	15	550	287	263	263	51	94	126	142	99	38	271
76 Port Hope .....	1050	750	166	916	520	396	84	34	80	154	278	187	183	467
77 Prescott .....	560	403	2	405	145	260	145	18	20	66	82	115	100	298
78 Sandwich .....	400	257	18	405	143	132	132	20	49	51	80	51	64	123
79 Sarnia .....	650	660	15	675	369	306	49	36	115	156	105	180	84	339
80 St. Catharines .....	2250	2058	9	2067	1164	903	903	210	322	555	456	297	227	909
82 St. Marys .....	930	1145	15	1160	599	561	69	141	228	240	222	231	98	492
83 St. Thomas .....	490	475	24	499	244	255	46	13	89	133	119	121	24	251
84 Simcoe .....	440	419	2	421	221	200	200	2	19	10	6	13	12	226
85 Stratford .....	940	905	39	947	473	473	473	39	138	138	138	138	47	499

## PUPILS ATTENDING THE COMMON SCHOOLS.

## NUMBER IN THE DIFFERENT BRANCHES OF INSTRUCTION.

READING.		WRITING.		ALGEBRA.		GEOMETRY.		NATURAL PHILOSOPHY.		VOCAL MUSIC.		LITERAR. DRAWINGS.		NO. OF GIRLS LEARNING NEEDLE WORK.		OTHER STUDIES.				
1st Class (Lowest).	2nd Class.	3rd Class.	4th Class.	5th Class.	Arithmetick.	Grammar.	Canadian History.	General Geography.	Other History.	Writing.	Book-keeping.	Mensuration.	Natural Philosophy.	Vocal Music.	Literar. Drawings.	No. of Girls Learning Needle Work.	Other Studies.			
33	77	105	30	28	238	146	176	23	31	223	9	4	15	3	200	8	50			
64	94	238	60	60	60	573	1223	87	573	1925	161	97	297	45	253	1712	603	100		
65	683	130	227	377	175	1931	173	835	110	214	593	65	20	55	10	79	11	50		
66	380	116	193	210	595	393	453	110	214	593	65	20	55	10	5	12	25	25		
67	375	152	305	158	705	603	757	265	306	93	65	10	79	6	42	1	11	50		
68	384	249	255	305	91	78	158	180	200	40	64	225	18	13	13	1	1	11		
69	126	161	272	167	81	536	344	404	232	160	482	49	17	17	13	1	1	11		
70	613	118	183	57	29	430	156	231	50	9	279	14	12	12	12	5	10	40		
71	375	195	118	183	61	59	98	257	290	150	229	14	16	4	25	5	10	40		
72	376	152	194	126	123	616	502	580	182	89	716	16	4	28	28	60	64	64		
73	377	132	161	272	167	65	220	180	200	40	64	225	18	20	20	20	913	130		
74	378	195	118	183	61	59	98	257	290	150	229	14	16	4	28	60	914	193		
75	379	126	194	126	123	616	502	580	182	89	716	16	4	28	28	60	914	193		
76	380	131	163	200	151	123	616	502	580	182	89	716	16	4	28	28	60	914	193	
77	381	140	200	156	261	64	681	325	481	64	60	681	35	28	28	28	60	914	193	
78	382	290	240	126	63	913	423	713	63	713	29	20	20	20	20	20	20	20	20	
79	383	384	376	206	1246	982	986	204	338	1242	9	69	9	69	20	20	20	20	20	
80	385	152	133	152	75	134	530	249	250	177	160	323	43	5	26	10	14	37	23	
81	386	209	176	111	95	720	518	506	190	224	687	20	6	6	10	8	102	7	21	
82	387	126	194	126	123	616	502	580	182	89	716	16	4	28	28	60	156	156		
83	388	131	163	200	151	123	616	502	580	182	89	716	16	4	28	28	60	156	156	
84	389	140	200	156	261	64	681	325	481	64	60	681	35	28	28	28	60	156	156	
85	390	290	240	126	63	913	423	713	63	713	29	20	20	20	20	20	20	20	20	
86	391	384	376	206	1246	982	986	204	338	1242	9	69	9	69	20	20	20	20	20	
87	392	152	133	152	75	134	530	249	250	177	160	323	43	5	26	10	14	37	23	
88	393	442	209	176	111	95	720	518	506	190	224	687	20	6	6	10	8	102	7	21
89	394	126	194	126	123	616	502	580	182	89	716	16	4	28	28	60	156	156		
90	395	131	163	200	151	123	616	502	580	182	89	716	16	4	28	28	60	156	156	
91	396	140	200	156	261	64	681	325	481	64	60	681	35	28	28	28	60	156	156	
92	397	290	240	126	63	913	423	713	63	713	29	20	20	20	20	20	20	20	20	
93	398	384	376	206	1246	982	986	204	338	1242	9	69	9	69	20	20	20	20	20	
94	399	152	133	152	75	134	530	249	250	177	160	323	43	5	26	10	14	37	23	
95	400	126	194	126	123	616	502	580	182	89	716	16	4	28	28	60	156	156		
96	401	131	163	200	151	123	616	502	580	182	89	716	16	4	28	28	60	156	156	
97	402	140	200	156	261	64	681	325	481	64	60	681	35	28	28	28	60	156	156	
98	403	290	240	126	63	913	423	713	63	713	29	20	20	20	20	20	20	20	20	
99	404	384	376	206	1246	982	986	204	338	1242	9	69	9	69	20	20	20	20	20	
100	405	152	133	152	75	134	530	249	250	177	160	323	43	5	26	10	14	37	23	
101	406	126	194	126	123	616	502	580	182	89	716	16	4	28	28	60	156	156		
102	407	131	163	200	151	123	616	502	580	182	89	716	16	4	28	28	60	156	156	
103	408	140	200	156	261	64	681	325	481	64	60	681	35	28	28	28	60	156	156	
104	409	290	240	126	63	913	423	713	63	713	29	20	20	20	20	20	20	20	20	
105	410	384	376	206	1246	982	986	204	338	1242	9	69	9	69	20	20	20	20	20	
106	411	152	133	152	75	134	530	249	250	177	160	323	43	5	26	10	14	37	23	
107	412	126	194	126	123	616	502	580	182	89	716	16	4	28	28	60	156	156		
108	413	131	163	200	151	123	616	502	580	182	89	716	16	4	28	28	60	156	156	
109	414	140	200	156	261	64	681	325	481	64	60	681	35	28	28	28	60	156	156	
110	415	290	240	126	63	913	423	713	63	713	29	20	20	20	20	20	20	20	20	
111	416	384	376	206	1246	982	986	204	338	1242	9	69	9	69	20	20	20	20	20	
112	417	152	133	152	75	134	530	249	250	177	160	323	43	5	26	10	14	37	23	
113	418	126	194	126	123	616	502	580	182	89	716	16	4	28	28	60	156	156		
114	419	131	163	200	151	123	616	502	580	182	89	716	16	4	28	28	60	156	156	
115	420	140	200	156	261	64	681	325	481	64	60	681	35	28	28	28	60	156	156	
116	421	290	240	126	63	913	423	713	63	713	29	20	20	20	20	20	20	20	20	
117	422	384	376	206	1246	982	986	204	338	1242	9	69	9	69	20	20	20	20	20	
118	423	152	133	152	75	134	530	249	250	177	160	323	43	5	26	10	14	37	23	
119	424	126	194	126	123	616	502	580	182	89	716	16	4	28	28	60	156	156		
120	425	131	163	200	151	123	616	502	580	182	89	716	16	4	28	28	60	156	156	
121	426	140	200	156	261	64	681	325	481	64	60	681	35	28	28	28	60	156	156	
122	427	290	240	126	63	913	423	713	63	713	29	20	20	20	20	20	20	20	20	
123	428	384	376	206	1246	982	986	204	338	1242	9	69	9	69	20	20	20	20	20	
124	429	152	133	152	75	134	530	249	250	177	160	323	43	5	26	10	14	37	23	
125	430	126	194	126	123	616	502	580	182	89	716	16	4	28	28	60	156	156		
126	431	131	163	200	151	123	616	502	580	182	89	716	16	4	28	28	60	156	156	
127	432	140	200	156	261	64	681	325	481	64	60	681	35	28	28	28	60	156	156	
128	433	290	240	126	63	913	423	713	63	713	29	20	20	20	20	20	20	20	20	
129	434	384	376	206	1246	982	986	204	338	1242	9	69	9	69	20	20	20	20	20	
130	435	152	133	152	75	134	530	249	250	177	160	323	43	5	26	10	14	37	23	
131	436	126	194	126	123	616	502	580	182	89	716	16	4	28	28	60	156	156		
132	437	131	163	200	151	123	616	502	580	182	89	716	16	4	28	28	60	156	156	
133	438	140	200	156	261	64	681	325	481	64	60	681	35	28	28	28	60	156	156	
134	439	290	240	126	63	913	423	713	63	713	29	20	20	20	20	20	20	20	20	
135	440	384	376	206	1246	982	986	204	338	1242	9	69	9	69	20	20	20	20	20	
136	441	152	133	152	75	134	530	249	250	177	160	323	43	5	26	10	14	37	23	
137	442	126	194	126	123	616	502	580	182	89	716	16	4	28	28	60	156	156		
138	443	131	163	200	151	123	616	502	580	182	89	716	16	4	28	28	60	156	156	
139	444	140	200	156	261	64	6													

TABLE B.—The Common Schools of Ontario.—Continued.

## PUPILS ATTENDING THE COMMON SCHOOLS.

TOWNS—Continued.	No.	NUMBER OF PUPILS ATTENDING SCHOOL.															
		Infidgient Pupils, Boys.		Infidgient Pupils, Girls.		Less than 20 days during the year.		20 to 50 days.		50 to 100 days.		100 to 150 days.		150 to 200 days.		No. of children not attending any school whatever.	Average attendance of pupils.
86 Whithby.....	820	676	19	695	392	303	43	104	138	156	147	107	111	366	363	39	
87 Windsor.....	960	865	10	875	501	374	85	167	233	136	142	106	60	527	527	97	
88 Woodstock.....	1100	1063	46	1109	572	537	28	104	297	240	142	106	60	527	527	97	
Total.....	34400	32713	860	33573	17567*	16006	975	2640	5115	7848	7072	6549	3119	1231	15887	15887	
<b>VILLAGES.</b>																	
89 Arnprior.....	390	316	2	316	154	162	10	18	63	87	47	36	65	140	140		
90 Ashburnham.....	330	124	10	126	76	50	9	5	10	19	26	26	66	76	76		
91 Aurora.....	360	324	10	334	195	130	46	80	74	50	44	40	40	20	20		
92 Bath.....	150	144	6	150	57	93	7	6	28	17	32	60	60	20	20		
93 Bradford.....	330	303	16	319	161	158	23	42	81	72	100	1	1	136	136		
94 Brampton.....	490	446	6	452	215	237	17	47	121	118	130	19	19	244	244		
95 Brighton.....	340	327	10	337	170	167	31	66	85	83	57	57	57	13	13		
96 Caledonia.....	300	328	4	332	170	162	20	31	62	98	72	55	55	143	143		
97 Cayuga.....	240	242	5	242	133	109	30	43	58	65	30	16	16	96	96		
98 Chippewa.....	370	277	5	282	151	131	22	48	45	59	65	43	43	20	20		
99 Clinton.....	490	514	12	514	266	248	49	55	93	88	104	125	125	231	231		
100 Colborne.....	240	159	12	171	106	65	5	11	43	57	23	23	23	30	30		
101 Dunnville.....	430	401	19	420	225	195	77	85	90	78	74	16	16	160	160		
102 Elora.....	540	507	14	521	263	258	22	50	116	147	110	74	74	2	2		
103 Embro.....	190	134	30	164	89	75	48	9	14	63	30	30	30	264	264		
104 Fergus.....	440	446	9	446	243	207	34	73	102	73	92	81	81	77	77		
105 Fort Erie.....	270	238	6	244	137	107	11	42	67	71	40	13	13	102	102		
106 Gananoque.....	450	437	12	437	220	217	51	67	144	98	53	24	24	219	219		
107 Garden Island.....	140	133	133	133	86	86	47	1	12	11	21	30	30	5	5		
108 Georgetown.....	450	329	14	329	191	138	21	44	74	70	93	45	45	167	167		
109 Hawkesbury.....	320	249	14	263	141	122	15	26	50	58	69	69	69	145	145		
110 Hespeler.....	340	336	4	340	196	144	24	37	67	66	67	79	79	18	18		
111 Holland Landing.....	210	226	2	226	114	114	16	47	52	52	33	49	49	44	44		

## PUPILS ATTENDING THE COMMON SCHOOLS.

## NUMBER IN THE DIFFERENT BRANCHES OF INSTRUCTION.

TABLE B.—The Common Schools of Ontario.—*Continued.*

No.	VILLAGES.—Cont'd.	School population between 5 and 16 years of age.	Pupils between 5 and 16 years of age.	Pupils between 5 and 16 years of age.	Total No. of pupils of all ages.	Pupils of other ages.	Boys.	Girls.	NUMBER OF PUPILS ATTENDING SCHOOL.					
									20 to 50 days.	50 to 100 days.	100 to 150 days.	150 to 200 days.	200 days to the whole year.	Whose days are not reported.
112	Iroquois	200	159	162	90	72	46	36	33	36	31	14	14	74
113	Kemptville	350	354	355	192	163	82	67	76	86	61	5	5	154
114	Kincardine	500	526	538	312	226	170	138	105	126	91	165	165	230
115	Lanark	230	164	1	105	92	73	55	48	40	20	20	20	79
116	Listowel	350	320	20	340	180	129	115	42	47	49	47	11	167
117	Merrickville	290	239	5	244	129	116	100	40	40	90	60	80	95
118	Mitchell	530	350	10	360	190	170	144	40	50	109	74	8	252
119	Morrisburg	340	348	9	317	173	144	123	33	53	125	87	30	132
120	Mount Forest	400	445	.....	445	222	223	223	18	55	60	47	39	20
121	Newburgh	250	239	.....	239	134	105	105	13	87	66	7	20	108
122	Newcastle	200	228	2	230	133	97	24	13	19	30	28	32	50
123	New Edinburgh	140	140	1	141	72	69	72	40	44	55	71	51	80
124	New Hamburg	320	321	4	325	176	149	149	12	42	44	55	51	172
125	Newmarket	460	416	42	458	254	204	204	48	95	118	79	34	10
126	Oiswings	360	183	.....	183	88	95	95	4	27	50	56	19	195
127	Orangeville	250	220	3	223	99	124	124	9	21	43	62	5	72
128	Omilia	370	235	5	240	142	98	98	46	49	50	38	20	138
129	Oshawa	740	725	1	726	391	336	336	55	108	165	187	155	95
130	Pembroke	250	238	7	245	135	110	110	6	20	28	77	32	368
131	Petrolia	420	380	53	433	220	213	213	3	81	106	67	54	81
132	Portsmouth	340	306	7	313	179	134	134	14	33	75	63	77	191
133	Port Dalhousie	340	271	8	279	154	125	125	24	39	75	59	35	119
134	Preston	390	354	2	356	186	170	170	3	18	25	36	26	202
135	Richter	170	200	.....	200	92	108	108	18	25	36	55	66	90
136	Richmond	150	136	.....	136	68	68	68	16	29	47	22	17	46
137	Searforth	390	367	13	380	193	187	187	11	57	68	95	63	156
138	Smith's Falls	290	287	3	293	153	137	137	11	11	65	72	51	36
139	Southampton	270	250	.....	250	119	131	131	37	44	51	55	35	138
140	Stratford	300	175	5	180	95	85	85	12	15	32	48	45	110
141	Streetsville	608	4	612	333	279	279	279	56	110	167	176	86	98
142	Thurston	200	166	11	177	109	68	68	18	29	47	37	29	83
143	Trenton	560	445	16	461	235	235	235	47	32	98	100	72	83
144	Trenton	580	524	6	530	285	245	245	50	51	51	51	50	268

## PUPILS ATTENDING THE COMMON SCHOOLS.

NUMBER IN THE DIFFERENT BRANCHES OF INSTRUCTION.

TABLE B.—The Common Schools of Ontario.—Continued.

## NUMBER IN THE DIFFERENT BRANCHES OF INSTRUCTION.

TABLE C.—The Common

## Schools of Ontario.

## TEACHERS.

## CERTIFICATES.

CERTIFICATES.												ANNUAL SALARIES.						
	Total holding certificates.			Normal School.			County Boards.			Number of Schools having more than one teacher.			Highest salary paid.		Male Teacher, without Board.		Female Teacher, without Board.	
	1st class.	2nd class.	1st class.	2nd class.	3rd class.	Unclassified.	Unqualified.	Certificate annulled.	Number of Scholars who attended Normal School without obtaining certificates.	Number of Schools in which Teacher was changed during the year.	Lowest salary paid Male Teacher.	Male Teacher, with Board.						
4281	139	256	1524	1995	367	30	30	10	33	594	635	259	188					
172	49	36	75	11	1	66	1	1	4	8	63	300	229					
294	47	34	139	69	5	31	2	2	2	31	700	478	226					
173	24	16	81	42	10	7	1	1	26	108	600	420	192					
4920	259	342	1819	2117	383	134	11	40	659	304	1300	80	448	226				
4882	257	347	1753	2184	341	114	10	27	695	302	1300	100	447	226				
38	2		66		42	20		1	13	2					1			
		5		67					36			20						

TABLE D.—The Common

	SCHOOLS.					SCHOOL HOUSES.														
	Number of School sections,	Number of Schools open	Number of Schools closed or not reported.	Number of free Schools.		Total number of School houses.	KIND.			TITLE.			BUILT	DURING THE	YEAR.					
<b>TOTALS.</b>																				
Total Counties...	4301	4227	74	3878	349	4257	675	377	1725	1468	12	3828	329	79	21	44	30	67	28	169
" Cities.....	63	63	.....	63	.....	63	38	13	12	.....	.....	59	1	3	1	.....	.....	.....	.....	1
" Towns.....	129	129	.....	108	21	128	62	23	40	.....	3	107	12	5	4	4	.....	.....	.....	4
" Villages...	105	105	.....	82	23	105	40	14	40	1	10	84	4	8	9	1	.....	1	.....	2
Grand total, 1869	4598	4524	74	4131	393	4553	815	427	1817	1469	25	4078	346	95	34	50	30	68	28	176
" 1868	4555	4480	75	3986	494	4502	733	433	1785	1528	23	4064	321	100	17	50	26	65	30	171
Increase .....	43	44	.....	145	.....	51	82	32	.....	2	14	25	.....	17	4	3	.....	.....	5	5
Decrease.....	.....	.....	1	.....	101	.....	6	.....	59	.....	5	.....	2	.....	2	.....	.....	.....	.....	5

## Schools of Ontario.

TABLE E.—The Common

		NUMBER OF SCHOOLS USING																											
		READERS.		SPELLING BOOKS.		ARITHMETICS.		GRAMMARS.		GEOGRAPHIES																			
TOTALS.		Canadian National.		Irish National.		Sullivan or Irish National.		Canadian National.		Irish National.		Sangerster's National.		Sullivan or National.		Lemie.		Bullion.		Davies.		Various.		Sullivan or National.		Lovell or Hodgins.		Various.	
Total Counties..	4227	2857	2746	4234	300	37	2344	1013	195	368	3971	51	549	1591	706	751	333	122	3620	139									
" Cities .....	63	63	63	48	.....	21	23	43	2	11	52	6	.....	25	21	18	12	.....	61	15									
" Towns....	129	120	116	109	12	9	54	70	14	5	125	1	12	40	48	36	13	10	101	3									
" Villages...	105	87	77	96	7	4	46	30	9	.....	103	...	10	30	28	34	10	8	88	3									
Grand Total, '69	4524	3127	3002	4687	319	71	2467	1176	220	384	4251	58	571	1686	803	839	368	140	3870	157									
" '68	4480	3061	3035	4054	374	80	3613	.....	300	315	4084	29	303	2684	814	.....	385	272	3652	64									
Increase .....	44	66	433	.....	55	9	1146	1176	.....	69	167	29	268	.....	998	11	839	.....	218	93									
Decrease.....	.....	33	.....	55	9	1146	.....	80	.....	.....	.....	.....	.....	998	11	17	132	.....	.....	.....									

## Schools of Ontario.

## BOOKS, MAPS AND APPARATUS.

TABLE F.—The Roman Catholic

		TOTALS.		RECEIPTS.				EXPENDITURES.				PUPILS AND TIME.							
		Number of Separate Schools.	Amount of the Legislative Grant paid in 1869.		Legislative apportionment for maps, apparatus, prizes and libraries.		Amount raised from school rate or supporters.		Amount subscribed by supporters and other sources.	Total amount received.	Amount paid to Teachers.		Amount paid for maps, apparatus, prizes and libraries, including 100 per cent.		Amount paid for other purposes.		Number of pupils.	Number of months open.	Average attendance.
Total Counties ..	106	\$ 2881 00	\$ 59 cts.	\$ 57 31	\$ 11114 43	\$ 3717 10	\$ 17769 84	\$ 13828 89	\$ 150 37	\$ 3790 58	6617	10	1747						
“ Cities.....	21	3087 00	315 18	8575 29	4325 16	16302 63	10119 59	860 52	5322 52	7465 12	3518								
“ Towns.....	26	2250 00	103 17	9706 00	6892 88	18952 05	11901 90	382 00	6668 15	5513 12	2548								
“ Villages ...	12	512 00	.....	2047 71	1167 31	3727 02	2778 51	46 75	901 76	1089 12	518								
<b>Grand Total, 1869</b>	165	8730 00	475 66	31443 43	16102 45	56751 54	38628 89	1439 64	10683 01	20684 11	8331								
“ 1868	162	9144 00	472 01	30558 12	15277 91	55452 04	38845 68	1157 55	15448 81	20394 11	9305								
Increase.....	3	.....	3 65	885 31	824 54	1299 50	.....	282 09	1234 20	90	.....								
Decrease.....	.....	414 00	.....	.....	.....	.....	216 79	.....	.....	.....	974								

## Separate Schools of Ontario.

TABLE G.—The Grammar

SCHOOLS.		MONEYS.						
GRAMMAR SCHOOLS.	COUNTIES.	RECEIPTS.						
		Balance from 1868.	For Masters' salaries, &c.	For Maps, Prizes, &c.	Legislative Grant.	Municipal Grants.	Fees.	Balances and other sources.
Arnprior .....	Renfrew.....	\$ 110 47	\$ 310 00	\$ 10 00	\$ 215 03	\$ 57 00	.....	\$ 702 50
Barrie .....	Simcoe.....	591 00	11 20	400 00	301 00	83 86	1387 06	
Beamsville .....	Lincoln.....	6 86	243 00	7 00	175 00	32 00	7 00	470 86
Belleville .....	Hastings.....	207 00	775 00	5 00	800 00	.....	.....	1787 00
Berlin .....	Waterloo.....	355 00	.....	500 00	.....	.....	69 40	924 40
Bowmanville .....	Durham.....	885 00	25 00	720 24	250 00	.....	.....	1880 24
Bradford .....	Simcoe.....	97 57	297 00	.....	350 00	.....	.....	744 57
Brampton .....	Peel.....	258 00	536 00	15 00	622 00	.....	15 00	1446 00
Brantford .....	Brant.....	814 78	580 00	.....	230 00	534 75	.....	2219 53
Brighton .....	Northumberland.....	150 00	.....	400 00	.....	.....	51 66	601 66
Brockville .....	L'eds.....	470 00	15 00	450 00	144 00	.....	.....	1079 00
Caledonia .....	Haldimand.....	392 15	458 00	20 00	220 00	80 42	.....	1170 57
Carleton Place.....	Lanark.....	170 48	315 00	5 75	576 00	10 62	.....	1077 85
Cayuga.....	Haldimand.....	11 80	270 00	.....	200 00	.....	26 17	507 97
Chatham .....	Kent.....	568 87	650 00	.....	375 00	287 00	.....	1880 87
Clinton .....	Huron.....	161 39	312 00	25 00	500 00	141 00	.....	1139 39
Cobourg .....	Northumberland.....	75 03	1280 00	.....	.....	1002 15	725 00	3082 18
Colborne.....	do .....	81 50	527 00	10 00	512 00	.....	.....	1130 50
Collingwood.....	Simcoe.....	309 00	.....	450 00	6 00	16 24	.....	781 24
Cornwall .....	Stormont.....	31 20	480 00	15 00	.....	24 00	344 70	894 90
Drummondville .....	Welland.....	18 59	337 00	7 00	194 00	257 50	.....	814 09
Dundas .....	Wentworth.....	830 00	.....	621 00	149 00	.....	.....	1600 00
Dunville .....	Haldimand.....	.....	.....	300 00	.....	.....	.....	300 00
Elora .....	Wellington.....	11 82	265 00	21 00	200 00	.....	82 58	580 40
Farmersville .....	Leeds.....	311 00	5 00	150 00	.....	.....	100 00	566 00
Fergus .....	Wellington.....	45 46	315 00	10 00	260 00	123 00	.....	753 46
Fonthill .....	Welland.....	735 00	.....	.....	385 00	450 00	.....	1570 00
Galt .....	Waterloo.....	1025 96	1740 00	.....	900 00	1415 45	13 30	5094 71
Gananoque .....	Leeds.....	405 00	.....	210 78	.....	.....	.....	615 78
Goderich .....	Huron.....	195 32	530 00	21 00	500 00	324 00	.....	1570 32
Grimsby .....	Lincoln.....	212 17	458 00	14 98	175 00	273 97	93 85	1227 97
Guelph .....	Wellington.....	3 25	835 00	.....	440 60	117 00	73 18	1469 03
Hamilton .....	City .....	184 86	1540 00	28 35	138 00	1898 17	.....	3789 38
Ingersoll .....	Oxford.....	no rep't.	450 00	16 00	.....	.....	16 00	482 00
Iroquois .....	Dundas.....	129 44	470 00	.....	200 00	264 00	252 72	1316 16
Kemptville .....	Grenville.....	132 67	390 00	.....	250 00	.....	.....	772 67
Kincardine .....	Bruce.....	280 00	11 75	386 75	.....	.....	.....	678 50
Kingston .....	City .....	176 86	1375 00	22 50	630 00	1156 00	294 12	3654 48
Lindsay .....	Victoria.....	.....	485 00	12 00	200 00	144 00	227 00	1068 00
London .....	City .....	.....	980 00	.....	.....	323 50	793 55	2097 05
L'Original .....	Prescott.....	130 05	270 00	10 00	300 00	.....	1 37	711 42
Maurita .....	Ontario.....	423 00	.....	.....	3 00	250 00	.....	676 00
Markham .....	York.....	106 85	545 00	10 50	300 00	259 88	.....	1222 23
Metcalfe .....	Carleton.....	.....	252 00	.....	150 00	.....	73 00	475 00
Milton .....	Halton.....	240 00	10 00	300 00	150 00	.....	100 00	800 00
Morrisburgh .....	Dundas.....	391 00	.....	.....	.....	42 00	249 00	682 00
Mount Pleasant .....	Brant.....	261 00	.....	100 00	.....	.....	244 50	605 50
Napanee .....	Lennox.....	5 22	680 00	.....	800 00	.....	.....	1485 22
Newburgh .....	Addington.....	.....	812 00	.....	534 27	111 75	.....	1458 02
Newcastle .....	Durham.....	200 00	395 00	.....	300 00	251 00	.....	1146 00
Newmarket .....	York.....	.....	340 00	.....	500 00	453 00	.....	1293 00
Niagara .....	Lincoln.....	147 00	290 00	.....	175 00	160 00	.....	772 00
Norwood .....	Peterborough.....	93 21	480 00	.....	150 00	.....	1171 15	1894 36
Oakville .....	Halton.....	.....	315 00	15 00	200 00	.....	321 00	851 00
Oakwood .....	Victoria.....	.....	224 00	.....	.....	.....	276 00	500 00

## Schools of Ontario.

## MONEYS.

PUPILS AND TERMS OF  
ADMISSION.

## EXPENDITURE.

Masters' salaries.	Building, rent and repairs.	Maps, Prizes, &c., and Libraries.	Fuel, books and contingencies.	Total expenditure for 1869.	Balance over.	Number of Pupils attending during 1869.	Fees per term of three months per pupil.
\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.		
600 00	60 00	20 00	22 50	702 50	.....	37	\$2 non-resident, \$1 resident.
1292 00	.....	22 40	72 66	1387 06	.....	54	\$4.
455 00	.....	14 00	.....	469 00	1 86	37	Free.
1500 00	88 22	10 00	109 43	1707 65	79 35	87	Free.
660 00	11 13	.....	253 27	924 40	.....	57	.....
1700 00	.....	50 00	130 24	1880 24	.....	109	\$1.65, \$1.05.
588 00	2 12	5 22	85 35	680 69	63 88	35	75 cents.
1416 00	.....	30 00	.....	1446 00	.....	63	Free.
1263 64	661 69	.....	202 67	2128 00	91 53	57	\$4.50
550 00	.....	26 10	576 10	.....	25 56	79	Free.
470 00	238 45	30 00	189 22	927 67	151 33	34	Free.
800 00	.....	70 00	157 80	1027 80	142 77	66	75 cents.
553 34	36 25	11 50	95 70	699 79	378 06	47	Free.
485 00	.....	22 97	507 97	.....	.....	64	Free.
1269 24	39 68	.....	139 09	1448 01	432 86	73	\$3, \$2, \$1.
875 00	120 75	51 35	86 23	1133 33	6 06	45	\$2.
2634 55	139 18	.....	162 43	2936 16	146 02	136	\$3.50.
1090 00	.....	20 00	20 00	1130 00	50	81	Free.
650 00	.....	.....	77 08	727 08	54 16	25	Free.
750 00	8 65	64 03	72 22	894 90	.....	33	\$5 to \$3.
675 10	51 94	14 40	19 75	761 19	52 90	44	\$2.50.
1600 00	.....	.....	.....	1600 00	.....	131	75 cents.
100 00	105 47	15 00	10 91	231 38	68 62	47	Free.
465 00	5 95	42 00	49 25	562 20	18 20	46	Free.
525 00	.....	10 00	31 00	566 00	.....	71	Free.
631 00	1 25	20 00	42 70	694 95	58 51	35	\$1.50.
1335 00	100 00	.....	135 00	1570 00	.....	117	\$3.50.
3016 76	509 29	36 60	148 60	3711 25	1383 46	152	\$4.
541 66	34 12	.....	40 00	615 78	.....	62	Free.
895 10	140 68	42 00	78 00	1155 78	414 54	69	\$2.
1000 00	114 76	30 58	39 25	1184 59	43 38	54	\$2.
1300 00	46 42	.....	122 61	1469 03	.....	90	75 cents.
3016 82	110 74	93 35	541 62	3762 53	26 85	200	\$4, \$2.
450 00	.....	32 00	.....	482 00	.....	25	.....
900 00	331 50	.....	84 66	1316 16	.....	112	\$1, \$1.50, \$2.
601 00	.....	.....	39 32	640 32	132 35	48	Free.
600 00	15 00	23 50	40 00	678 50	.....	57	Free.
3161 18	76 38	46 00	182 60	3466 16	188 32	111	\$4.50, \$3.50.
844 00	80 00	24 00	120 00	1068 00	.....	55	\$2.
1550 00	.....	.....	.....	1550 00	547 05	76	\$1.50.
600 00	24 85	20 00	.....	644 85	66 57	54	Free.
676 00	.....	.....	.....	676 00	.....	43	\$3.
1007 14	40 99	27 00	39 37	1114 50	107 73	70	\$2.
475 00	.....	.....	.....	475 00	.....	22	Free.
740 00	30 00	20 00	10 00	800 00	.....	32	\$2.50.
642 00	.....	.....	40 00	682 00	.....	35	Free.
550 00	.....	.....	55 50	605 50	.....	30	Free.
1257 25	12 60	12 08	202 49	1484 42	80	129	Free.
1305 00	.....	3 25	149 77	1458 02	.....	104	.....
800 00	125 00	21 00	75 00	1021 00	125 00	63	\$2.
1206 88	9 95	.....	76 17	1293 00	.....	57	\$4.
772 00	.....	.....	.....	772 00	.....	25	\$4.
905 00	380 15	.....	347 42	1632 57	261 79	45	Free.
700 00	59 33	30 00	61 67	851 00	.....	52	Free.
509 00	.....	.....	.....	500 00	.....	23	Free.

TABLE G.—The Grammar

SCHOOLS.		MONEYS.						
GRAMMAR SCHOOLS.	COUNTIES.	RECEIPTS.						
		Legislative Grant.			Local Sources.			
		For Masters' sala- ries.	For maps, prizes, &c.	Municipal Grants.	Fees.	Balances and other sources.		
		\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
		Balance from 1868.						
Omeme	Victoria.....	1 54	595 00	200 00	18 00	.....	814 54	
Orangeville	Wellington .....	335 00	709 11	.....	.....	1044 11		
Osborne	Russell .....	200 00	300 00	.....	160 00	660 00		
Oshawa	Ontario .....	65 95	870 00	624 05	1602 91	.....	1560 00	
Ottawa	City .....	285 72	1290 00	25 00	650 00	.....	3853 63	
Owen Sound	Grey .....	495 00	205 00	.....	.....	700 00		
Pakenham	Lanark .....	315 00	.....	.....	467 50	782 50		
Paris	Brant .....	480 00	559 74	.....	63 00	1102 74		
Pembroke	Renfrew .....	18 25	315 00	289 25	94 50	.....	717 00	
Perth	Lanark .....	168 14	845 00	20 00	435 00	215 00	1683 14	
Peterborough	Peterborough .....	980 00	14 00	720 00	.....	.....	1714 00	
Picton	Prince Edward .....	231 88	478 00	800 00	.....	.....	1509 88	
Port Dover	Norfolk .....	85 00	350 00	100 00	.....	75 00	610 00	
Port Hope	Durham .....	633 00	20 00	331 43	660 00	20 91	1665 34	
Port Perry	Ontario .....	370 00	40 00	.....	.....	40 00	450 00	
Port Rowan	Norfolk .....	45 63	275 00	.....	.....	428 32	748 95	
Prescott	Grenville .....	355 00	.....	325 00	124 00	.....	804 00	
Renfrew	Renfrew .....	94 54	360 00	227 00	.....	.....	681 54	
Richmond	Carleton .....	58 00	.....	258 00	8 40	.....	324 40	
Richmond Hill	York .....	360 00	.....	300 00	.....	.....	660 00	
Sarnia	Lambton .....	230 00	56 60	690 67	66 00	.....	1043 27	
Scotland	Brant .....	310 00	.....	100 00	1 50	667 45	1078 95	
Simcoe	Norfolk .....	625 00	15 00	573 00	65 00	.....	1278 00	
Smith's Falls	Lanark .....	54 80	345 00	340 00	70 25	.....	810 05	
Smithville	Lincoln .....	18 74	310 00	175 00	160 00	.....	663 74	
Stirling	Hastings .....	12 15	300 00	10 00	400 00	.....	722 15	
Stratford	Perth .....	24 44	612 00	6 00	650 00	.....	14 70	1307 14
Strathroy	Middlesex .....	315 00	.....	592 11	.....	.....	907 11	
Streetsville	Peel .....	33 77	400 00	265 00	.....	.....	698 77	
St. Catharines	Lincoln .....	127 34	805 00	20 00	450 00	893 11	2295 45	
St. Marys	Perth .....	660 00	35 00	400 00	30 97	184 53	1310 50	
St. Thomas	Elgin .....	462 00	.....	400 00	30 00	.....	892 00	
Thorold	Welland .....	448 00	5 00	224 00	75 00	200 00	952 00	
Toronto	City .....	2736 97	1535 00	20 00	1365 00	991 73	1376 21	8024 91
Trenton	Hastings .....	320 00	.....	459 00	.....	.....	779 00	
Uxbridge	Ontario .....	20 90	555 00	11 25	350 00	.....	937 15	
Vankleekhill	Prescott .....	310 00	.....	300 00	67 00	33 00	710 00	
Vienna	Elgin .....	305 09	.....	127 87	.....	230 00	662 87	
Wardsville	Middlesex .....	350 00	.....	183 00	67 00	.....	600 00	
Waterdown	Wentworth .....	97 48	320 00	73 26	197 50	72 50	274 35	1035 09
Welland	Welland .....	440 00	10 00	220 00	.....	110 00	780 00	
Weston	York .....	600 00	.....	300 00	200 00	31 75	1131 75	
Whitby	Ontario .....	1295 60	8 00	695 00	106 00	292 04	2396 04	
Williamstown	Glengarry .....	150 00	525 00	16 00	250 00	.....	149 25	1090 25
Windsor	Essex .....	525 00	.....	407 00	.....	.....	932 00	
Woodstock	Oxford .....	4 71	800 00	5 50	550 00	109 25	.....	1469 46
Grand Total, 1869		10083 78	52103 00	789 64	35403 40	16924 28	10789 36	126093 46
" 1868		10482 69	53190 00	862 51	34182 76	16684 29	13787 48	129189 73
Increase .....		398 91	1087 00	72 87	1220 64	239 99	2998 12	3096 27

\* It is probable that the decrease in the amount expended on building may be accounted for by the the Common School Table shows an increase. It is also likely that some projected buildings are delayed

## Schools of Ontario.—Continued.

MONEYS.						PUPILS AND TERMS OF ADMISSION.	
EXPENDITURE.							
Masters' salaries.	Building, rent and repairs.	Maps, prizes and libraries.	Fuel, books and contingencies.	Total expenditure for 1869.	Balance over.	Number of pupils attending during 1869.	Fees per term of three months per pupil.
\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.		
795 00	*5 75	*5 00	2 35	808 10	6 44	78	Free.
890 00	55 50	.....	98 61	1044 11	.....	45	Free.
500 00	150 00	.....	10 00	660 00	.....	34	Free.
1400 00	89 00	.....	71 00	1560 00	.....	104	Free.
3014 85	253 35	50 00	176 46	3494 66	358 97	98	\$8, \$6.
700 00	.....	.....	700 00	.....	.....	56	Free.
730 00	7 97	.....	44 53	782 50	.....	36	Free.
925 00	81 49	.....	96 25	1102 74	.....	63	\$3 non-residents.
691 00	.....	9 00	17 00	717 00	.....	39	\$1.50.
1518 00	25 14	40 00	100 00	1683 14	.....	107	\$4.
520 00	980 00	28 00	186 00	1714 00	.....	183	\$1.50 and 75 cents.
1229 24	.....	.....	33 00	1262 24	247 64	89	Free.
450 00	70 00	.....	50 00	570 00	40 00	38	Free.
1340 80	26 88	40 91	256 75	1665 34	.....	55	\$4 to \$2.
370 00	.....	80 00	.....	450 00	.....	70	Free.
600 00	.....	.....	120 90	720 90	28 05	41	Free.
633 33	11 00	20 00	11 75	676 08	127 92	70	75 cents.
646 70	2 50	.....	32 07	681 27	27	37	Free.
288 00	.....	.....	12 40	300 40	24 00	24	45 cents.
600 00	.....	.....	60 00	660 00	.....	39	Free.
800 00	70 00	113 27	60 00	1043 27	.....	19	\$3.
785 00	242 80	.....	51 15	1078 95	.....	63	Free.
1020 00	90 00	30 00	138 00	1278 00	.....	63	Free.
737 50	.....	.....	41 81	779 31	30 74	53	25 cents.
490 00	130 00	.....	15 24	635 24	28 50	67	\$2.
497 87	125 00	20 00	47 08	689 95	32 20	55	Free.
1050 00	19 14	15 00	134 64	1218 78	88 36	62	Free.
600 00	220 00	10 00	77 11	907 11	.....	65	Free.
483 67	24 00	.....	19 55	527 22	171 55	51	Free.
2003 91	.....	49 81	177 84	2231 56	63 89	111	\$3.
1112 50	20 00	70 00	108 00	1310 50	.....	111	Non-residents, \$2; resid., free.
800 00	.....	.....	92 00	892 00	.....	40	.....
782 00	90 00	10 00	70 00	952 00	.....	55	75 cents.
3150 00	49 70	40 00	138 57	3378 27	4646 64	119	\$5.50, \$4.50.
733 00	.....	23 00	23 00	779 00	.....	52	.....
770 00	.....	22 50	53 41	845 91	91 24	68	Free.
710 00	.....	.....	.....	710 00	.....	54	\$1 non-residents.
600 00	.....	.....	62 87	662 87	.....	49	.....
439 39	.....	.....	.....	439 39	160 61	72	25 cents.
525 00	311 99	146 52	.....	983 51	51 58	57	75 cents. ]
700 00	.....	20 00	60 00	780 00	.....	70	Free.
900 00	200 00	.....	31 75	1131 75	.....	47	\$2.
1665 00	77 87	16 00	637 17	2396 04	.....	136	Free to town, non-residents \$2.
725 00	.....	34 50	30 75	790 25	300 00	49	Free.
900 00	.....	10 00	.....	910 00	22 00	66	.....
1239 00	136 89	27 72	65 85	1469 46	.....	53	\$1.
97009 42	7378 46	1892 49	8222 48	114502 85	11590 61	6608	.....
95848 60	10267 34	2184 01	9346 95	117646 90	11542 83	5649	.....
1160 82	.....	2888 88	291 52	1124 47	3144 05	47 78	959

Trustees charging a large proportion of the building expenses to the Common Schools, in case of Unions, as till the law is definitely fixed.

TABLE H.—The Grammar

## NUMBER OF PUPILS IN THE VARIOUS BRANCHES OF

GRAMMAR SCHOOLS.	IN ENGLISH.						IN LATIN.					
	Total in English.		In English Grammar.		In Spelling and Dictation.		Total in Latin.		In Latin Grammar.		In Latin Exercises and Prose Composition.	
	In Reading.	In Composition.	In Reading.	In Composition.	In Reading.	In Composition.	In Harkness or Arnold.	In Prosody.	Reading Cesar.	Reading Virgil.	Reading Livy	Reading Ovid.
Arnprior .....	37	37	37	37	33	33	33	13	5	1	1	1
Barrie.....	54	54	54	40	49	10	49	9	9	1	4	4
Beamsville .....	37	37	37	37	33	33	3	2	2	..	..	..
Belleville .....	87	87	87	45	83	54	16	24	10	11	8	..
Berlin.....	57	57	57	57	47	46	1	1	1	1	1	1
Bowmanville .....	106	106	80	80	100	88	100	2	8	..	..	1
Bradford.....	35	35	35	35	35	25	22	8	4	1	..	..
Brampton .....	63	63	63	63	47	39	18	9	6	6	5	1
Brantford .....	57	57	30	40	8	50	50	10	2	3	..	2
Brighton .....	79	79	79	79	79	45	37	3	3	3	..	..
Brockville .....	34	34	34	34	16	32	32	17	15	11	9	..
Caledonia.....	66	66	66	66	37	37	6	6	7	6	7	7
Carleton Place.....	47	45	43	45	21	19	21	5	2	5	..	2
Cayuga .....	64	64	26	64	26	60	50	10	5	5	3	..
Chatham .....	73	73	73	73	55	55	55	6	10	6	4	4
Clinton .....	45	45	45	45	45	44	36	4	8	4	4	4
Cobourg .....	99	88	50	50	78	136	136	42	36	44	36	2
Colborne .....	81	81	81	81	61	69	61	12	2	6	7	2
Collingwood*.....	25	25	25	25	20	20	20	2	3	7	3	1
Cornwall.....	33	33	33	23	32	12	18	8	8	13	7	..
Drummondville.....	44	44	44	44	40	18	5	5	3	3	2	2
Dundas.....	131	131	131	130	131	24	107	24	15	24	32	2
Dunville .....	47	47	47	47	22	22	22	22	22	22	..	5
Elora.....	45	44	42	45	15	46	6	8	6	7	2	3
Farmersville.....	71	71	71	71	68	68	66	1	1	5	3	..
Fergus.....	35	35	35	34	29	8	29	1	1	5	3	..
Fonthill .....	117	115	64	59	89	112	89	61	32	19	11	17
Galt.....	152	152	152	152	102	152	67	152	18	18	3	38
Gananoque .....	62	62	62	40	35	28	7	6	7	6	..	..
Goderich .....	69	69	69	69	51	43	39	10	3	..	..	5
Grimsby.....	54	54	54	54	54	54	28	5	4	17	4	..
Guelph .....	90	90	90	90	90	90	90	16	15	15	7	13
Hamilton .....	200	200	200	200	160	110	110	10	23	24	12	13
Ingersoll .....	25	25	25	25	20	20	20	2	3	7	3	1
Iroquois .....	112	112	100	112	91	86	91	3	4	3	..	..
Kemptville .....	48	48	48	48	48	45	45	3	3	3	..	3
Kincardine .....	57	57	57	57	18	34	34	12	3	3	..	..
Kingston .....	111	111	111	111	78	111	98	111	89	21	27	12
Lindsay .....	55	55	55	55	55	50	36	20	25	12	2	1
London .....	76	76	76	76	69	76	45	76	31	31	18	10
L'Orignal .....	54	54	54	54	54	38	34	38	..	2	2	..
Manila .....	26	26	20	15	10	40	26	5	2	1	3	..
Markham .....	70	70	70	70	70	69	61	8	1	7	1	..
Metcalfe .....	22	22	22	22	12	19	19	14	14	5	..	..
Milton .....	32	32	32	32	32	28	19	28	6	10	4	..
Morrisburgh .....	35	35	35	35	34	..	..	..	..	..	..	..
Mount Pleasant .....	30	30	30	5	20	15	20	3	2	2	..	..
Napanee .....	129	129	129	119	103	62	41	41	18	18	12	1
Newburgh .....	104	104	104	104	78	37	78	11	4	14	2	4
Newcastle .....	63	63	63	63	63	63	63	30	..	6	2	..
Newmarket .....	57	57	57	57	45	39	45	43	2	6	6	..
Niagara .....	25	25	25	25	20	10	20	20	2	8	2	..
Norwood .....	45	37	45	18	45	18	2	10	3	5	2	3

\* Estimate—Not Reported. † First half year only. ‡ Last half year only. § This average

## Schools of Ontario.

## INSTRUCTION AND MISCELLANEOUS INFORMATION.

		IN GREEK.						IN FRENCH.																													
		Reading Horace.			In verse composition.			Average attendance in Latin. §			Total in Greek.			In Greek Grammar.			In Written Exercises.			Reading Lucian.			In French Grammar.			In Written Exercises and Composition.			In French Dictation and Conversation.			Reading Voltaire's Charles XII.			Reading Corneille's Horace,		
5	1	16	5	3	7	9	5	5	5	5	16	5	5	24	24	24	24	24	24	13	13	13	13	13	13	13	13	5	5	5							
1		27.5	9	4	7	9	9	9	9	9	27.5	9	9	33	33	33	33	33	33	7	7	7	7	7	7	7	7	4	4	4							
2		14.5									14.5			13	13	13	13	13	13																		
2		39	4	4	4	4	4	2	2	2	39	4	4	6	6	6	6	6	6																		
2		17.5	1					1	1	1	17.5	1		10	10	10	10	10	10																		
2		60.5	15	7	7	8	8	8	4	4	60.5	15	7	49	49	49	49	49	49																		
6	5	12.5	2	1	1	1	1	5	5	5	12.5	2	1	33	33	33	33	33	33																		
2		19.5	7	2	2	1	1	9	1	1	19.5	7	2	25	25	25	25	25	25																		
2		27.5	11	10	10	1	1	9	1	1	27.5	11	10	18	18	18	18	18	18																		
3		20	5			5	5				20	5		27	27	27	27	27	27																		
7		19+	12	4	4	12	8	10	9	6	19+	12	4	35	35	35	35	35	35																		
3	2	23	3	3	3	3	6	6	3	1	3	2	1	8	8	8	8	8	8																		
2		13.5	7	4	4	7	6	6			13.5	7		18	18	18	18	18	18																		
4	4	19	4	4	4	4	4	4	4	4	19	4	4	46	46	46	46	46	46																		
4		27.5	10	4	4	10	10	4	6	4	27.5	10	4	46	46	46	46	46	46																		
2		20.5	9	6	6	6	6		3		20.5	9		22	22	22	22	22	22																		
6	3	63	91	18	18	21	24	28			63	91	18	24	24	24	24	24	24																		
5	15	30.5	5	4	1	1	1	1			30.5	5	4	15	15	15	15	15	15																		
8		17	4	4	4	4	4	4			17	4		3	3	3	3	3	3																		
1		19.5	10	10							19.5	10		9	9	9	9	9	9																		
5	15	22	2	2	2	2	5	6	10	12	22	2	5	57	57	57	57	57	57																		
2	2	14+									14+			11	11	11	11	11	11																		
2	2	18.5	6			6	1	5	4	1	18.5	6		12	12	12	12	12	12																		
1		29	1	1							29	1		8	6	2																					
1		14.5	4	3	4	1	1	1			14.5	4		25	25	25	25	25	25																		
3	2	40	15	13	15	13	13	2	9	3	40	15	13	34	34	34	34	34	34																		
19	18	86.5	61	43	18	18	18	18	17	18	108.5	16	11	115	115	115	115	115	115																		
3		18.5									31	12	8	45	45	45	45	45	45																		
1		24.	3	3							31	12	8	26	26	26	26	26	26																		
1		35	12	8	12	8	10	3	1	1	35	12	8	5	5	5	5	5	5																		
7	3	41	15	7	15	8	10				41	15	7	20	20	20	20	20	20																		
2		108.5	16		11	5	5	5	5	5	108.5	16	5	84	84	84	84	84	84																		
1		17	4	4	4	4	4				17	4		3	3	3	3	3	3																		
1		35	4	3	3	3	3	2			35	4		13	13	13	13	13	13																		
2		22	3	3	3	3	3	1			22	3		11	11	11	11	11	11																		
14.5											14.5			15	14	14	14	14	14																		
10	21	65	38	19	38	38	38	14	19	14	65	38	19	39	39	39	39	39	39																		
1		36.5	4	4	1	1					36.5	4		24	24	24	24	24	24																		
3		38.5	15	8	15	8	6	5	3		38.5	15		19	19	19	19	19	19																		
19.5		2	2			2					19.5	2		14	14	14	14	14	14																		
15.5	26	26	1	1	1	1					15.5	26		3	3	3	3	3	3																		
31.5	5	5	1	1							31.5	5		10	2	10	10	10	10																		
14	2	2	2	2							14	2		4	4	3	3	3	3																		
16	7	7	7	7							16	7		13	13	13	13	13	13																		
22.5											22.5			9																							
10.5	1	1	1	1	1	1	1	1	1	1	10.5	1		6	6	6	6	6	6																		
5	1	57.5	17	6	11	6	5	2	3	1	57.5	17		42	42	42	42	42	42																		
2		51.5	8	4	8	8	4	4	2		51.5	8		32	32	32	32	32	32																		
27											27			23	23	23	23	23	23																		
24	2	2	2	2	2	2	2				24	2		22	22	22	22	22	22																		
1		12.5	5	5	5	5	5	5	5	5	12.5	5		7	7	7	7	7	7																		
3		23	6	4	2	5	3	3	2	2	23	6		10	10	10	10	10	10																		

includes pupils in the regular non-classical course, but the number of these is merely nominal.

TABLE H.—The Grammar

## NUMBER OF PUPILS IN THE VARIOUS BRANCHES OF

	IN MATHEMATICS.						IN GEOGRAPHY AND HISTORY.				IN				
	Total in Arithmetic.	Total in Algebra.	Total in Euclid.	In the higher rules of Arithmetic.	In the higher rules of Algebra.	In Euclid, Books III.-IV.	In Trigonometry or Logarithms.	In Mensuration and Surveying.	In Ancient Geography.	In Modern Geography.	Total in History.	In Ancient History.	In Physical Science.	In Christian Morals.	In Civil Government.
<b>GRAMMAR SCHOOLS.</b>															
Amnprior.....	37	8	12	31	6	4	.....	1	37	37	1	12	.....	.....	.....
Barrie.....	54	39	28	49	12	10	7	10	54	54	7	54	54	.....	.....
Beamserville.....	37	15	8	37	10	2	.....	37	37	37	.....	33	.....	.....	.....
Belleville.....	87	31	23	61	15	6	10	15	28	87	87	28	87	87	.....
Berlin.....	57	12	11	56	11	.....	.....	1	57	57	1	.....	.....	.....	.....
Bowmanville.....	109	55	29	109	51	14	.....	10	12	97	109	33	7	.....	.....
Bradford.....	35	33	19	35	21	11	.....	8	12	35	33	.....	8	.....	.....
Brampton.....	63	50	23	44	9	5	2	2	11	52	63	11	36	.....	.....
Brantford.....	57	31	20	40	30	6	4	.....	12	45	57	10	10	.....	.....
Brighton.....	70	32	24	70	17	10	.....	5	79	24	.....	10	.....	.....	.....
Brockville.....	34	34	34	32	7	8	8	.....	8	21	9	.....	.....	.....	.....
Caledonia.....	66	38	22	45	18	3	.....	2	6	66	48	7	.....	.....	.....
Carleton Place.....	47	24	18	41	18	5	2	.....	4	47	43	4	.....	.....	.....
Cayuga.....	64	18	7	50	4	2	.....	8	10	28	27	7	18	.....	.....
Chatham.....	73	46	30	55	31	6	3	16	35	73	73	73	48	.....	.....
Clinton.....	45	20	20	45	8	1	8	.....	28	45	4	8	.....	.....	.....
Cobourg.....	76	40	30	57	40	10	.....	.....	36	51	90	36	34	.....	.....
Colborne.....	81	22	15	81	10	6	.....	4	81	81	9	10	.....	.....	.....
Ceilngwood.....	25	10	7	20	5	.....	.....	.....	23	23	3	.....	.....	.....	.....
Cornwall.....	33	15	11	9	2	3	.....	8	23	32	.....	.....	.....	.....	.....
Drummondville.....	42	22	23	30	22	12	16	.....	7	44	44	11	44	.....	.....
Dundas.....	131	131	93	131	117	24	8	24	131	131	24	20	131	.....	.....
Dunnville.....	47	17	8	47	.....	.....	1	47	14	.....	.....	.....	.....	.....	.....
Elora.....	43	6	8	43	6	6	.....	8	8	35	45	6	1	.....	.....
Farmersville.....	68	20	12	64	11	5	1	1	50	20	.....	8	.....	.....	.....
Fergus.....	34	13	8	32	6	2	1	1	34	1	1	.....	.....	.....	.....
Fonthill.....	117	36	26	78	25	19	3	8	31	22	57	17	13	117	.....
Galt.....	152	105	81	107	73	34	2	26	18	152	107	18	55	.....	.....
Gananoque.....	62	20	15	42	8	5	.....	.....	58	60	6	62	.....	.....	.....
Goderich.....	69	16	23	64	16	3	.....	.....	69	64	.....	69	.....	.....	.....
Grimsby.....	51	26	21	47	12	8	.....	.....	6	48	54	10	16	54	.....
Guelph.....	90	78	56	78	54	9	.....	.....	15	90	90	15	15	90	.....
Hamilton.....	200	43	29	151	43	29	18	.....	18	200	76	23	31	.....	.....
Ingersoll*.....	25	10	7	20	5	5	.....	.....	23	23	3	.....	.....	.....	.....
Iroquois.....	102	30	14	65	11	7	18	5	6	100	92	2	12	.....	.....
Kemptville.....	48	20	10	42	10	1	.....	.....	3	46	48	3	48	.....	.....
Kincardine.....	57	26	15	38	12	7	5	3	57	35	.....	12	57	.....	.....
Kingston.....	111	68	57	96	62	37	38	57	38	111	111	27	42	111	42
Lindsay.....	55	16	12	51	6	2	.....	.....	55	55	55	20	20	.....	.....
London.....	76	69	24	69	57	16	57	69	31	76	76	31	69	76	.....
L'Orignal.....	54	12	7	38	12	1	9	.....	.....	54	30	2	28	.....	.....
Manilla.....	29	10	10	20	4	5	.....	2	3	26	12	7	.....	.....	.....
Markham.....	70	24	22	60	18	8	1	13	1	59	50	8	6	.....	.....
Metcalfe.....	22	14	6	17	8	2	6	.....	5	22	22	5	4	.....	.....
Milton.....	32	21	14	30	11	3	.....	.....	7	32	32	8	6	.....	.....
Morrisburgh.....	35	6	7	34	.....	.....	.....	.....	35	35	.....	.....	.....	.....	.....
Mount Pleasant.....	30	12	12	27	4	.....	.....	4	30	30	4	.....	.....	.....	.....
Napanee.....	129	37	18	98	25	10	.....	5	41	96	61	4	.....	.....	.....
Newburgh.....	104	48	19	92	37	12	8	11	21	104	39	21	21	.....	.....
Newcastle.....	63	15	.....	63	10	.....	.....	.....	31	63	63	10	.....	.....	.....
Newmarket.....	57	36	16	57	16	6	1	.....	29	57	51	.....	13	57	.....
Niagara*.....	25	15	15	8	2	2	3	3	25	25	25	25	25	25	.....
Norwood.....	41	15	6	41	10	3	.....	7	39	43	6	.....	.....	.....	.....

\* Estimate—Not Reported.

Schools of Ontario.—*Continued.*

## INSTRUCTION- AND MISCELLANEOUS INFORMATION-

#### OTHER SUBJECTS

TABLE H.—The Grammar

NUMBER OF PUPILS IN THE VARIOUS BRANCHES OF

GRAMMAR SCHOOLS.	IN ENGLISH.					IN LATIN.				
	Total in English.	In English Grammar.	In Spelling and Dictation.	In Reading.	In Composition.	Total in Latin.	In Hawksness or Arnold.	In Latin Exercises and Prose Composition.	In Prosody.	Reading Caesar.
										Reading Virgil.
Oakville.....	52	48	45	45	40	39	38	33	2	1
Oakwood.....	23	23	22	23	.....	23	23	23	1	5
Omeme... ..	78	78	40	40	78	67	67	52	9	16
Orangeville.....	45	45	45	45	33	31	26	8	1	5
Osborne.....	34	34	34	34	16	18	16	10	5	4
Oshawa.....	104	104	104	104	18	102	75	102	8	10
Ottawa.....	98	98	98	56	98	93	70	93	14	9
Owen Sound.....	56	56	56	56	48	44	26	25	26	9
Pakenham.....	36	36	31	36	5	31	18	13	18	6
Paris.....	63	63	63	62	63	63	63	63	7	8
Pembroke.....	39	39	39	39	39	31	21	31	4	10
Perth.....	107	107	107	107	57	98	32	56	45	13
Peterborough.....	183	183	183	183	127	58	50	50	.....	26
Pictou.....	89	89	89	89	89	66	66	65	66	1
Port Dover.....	38	38	38	38	.....	38	26	22	.....	6
Port Hope.....	55	55	55	55	55	40	55	4	1	6
Port Perry.....	70	70	70	70	70	70	70	70	.....	5
Port Rowan.....	41	41	41	41	41	36	16	.....	2	1
Prescott.....	70	70	70	70	25	28	28	28	21	4
Renfrew.....	37	37	37	37	25	21	21	21	6	.....
Richmond.....	24	24	24	24	.....	22	22	22	.....	2
Richmond Hill.....	39	39	39	39	.....	24	30	30	30	2
Sarnia.....	19	15	15	15	12	18	14	18	1	1
Scotland.....	63	63	63	63	47	56	56	56	1	2
Simcoe.....	63	63	63	63	63	35	63	45	8	15
Smith's Falls.....	53	53	53	53	25	13	3	9	2	10
Smithville.....	51	51	51	51	37	51	51	12	12	4
Stirling.....	50	50	50	40	50	35	35	20	15	4
Stratford.....	62	62	62	62	51	62	45	29	16	4
Stratroy.....	65	65	65	65	65	43	32	42	1	13
Streetsville.....	51	51	51	51	.....	51	45	5	1	2
St. Catharines.....	111	111	111	111	111	108	80	108	80	6
St. Marys.....	111	111	111	84	42	71	42	71	71	12
St. Thomas.....	39	39	39	39	11	20	16	20	4	4
Thorold.....	35	35	35	35	35	25	22	8	.....	4
Toronto.....	119	119	119	119	119	118	88	119	59	30
Trenton.....	52	52	52	52	47	38	19	9	.....	9
Uxbridge.....	68	68	56	68	68	60	38	60	60	3
Vankleekhill.....	54	54	54	13	54	54	41	54	54	4
Vienna.....	49	49	49	49	49	42	17	25	.....	11
Wardsville.....	72	66	60	60	72	68	60	60	8	2
Waterdown.....	57	57	.57	.57	34	.....	26	.....	10	8
Welland.....	58	58	58	58	58	25	25	7	6	8
Weston.....	47	47	47	30	47	47	30	47	47	12
Whitby.....	136	136	23	130	136	129	129	129	120	21
Williamstown.....	49	49	49	49	49	49	10	22	10	5
Windsor.....	66	66	66	66	66	45	45	8	.....	8
Woodstock.....	48	48	48	48	53	49	38	9	9	4
Grand Total, 1869.....	6491	6463	6067	5924	5015	5577	4146	3884	1996	558
" 1868.....	5563	5437	4891	4912	4125	4881	3815	3604	2302	642
Increase.....	928	1026	1176	1012	890	696	331	280	89	10
Decrease.....	.....	.....	.....	.....	.....	.....	.....	306	63	21
	.....	.....	.....	.....	.....	.....	.....	.....	20	8

\* The average attendance in Latin, for 1868, included only the boys, but the report for 1869 includes

## Schools of Ontario.—Continued.

## INSTRUCTION, AND MISCELLANEOUS INFORMATION.

		IN GREEK.						IN FRENCH.																																						
		Average attendance in Latin.			Total in Greek.			In Harkness.			In Greek Grammar.			In Written Exercises.			Reading Lucian.			Reading the Anabasis.			Reading the Iliad.			Reading the Odyssey.			Total in French.			In French Grammar.			In Written Exercises and Composition.			In French Dictation and Conversation.			Reading Voltaire's Charles XII.			Reading Corneille's Horace.		
1		11	3	3	12	4	4	2	2	10	1	1	1	2	2	1	2	2	1	11	12	1	1	1	22	22	22	11	3	3																
5	2	30	12	12	12	12	12	2	2	10	2	2	5	2	4	2	4	2	10	10	10	10	6	6	16	16	4	1	1																	
5		15.5	7	3	4	4	3	4	3	4	3	4	3	3	1	3	3	1	10	10	10	10	20	20	20	20	10	3	3																	
4		8	2	2	2	2	2	2	2	2	3	3	1	1	3	3	1	1	10	10	10	10	20	20	20	20	10	3	3																	
6	6	61	18	18	18	18	18	18	18	18	18	18	11	11	2	2	1	1	14	14	14	14	48	48	48	48	10	16	16																	
		33.5	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	38	38	38	38	18	18	18	18	10	10	10																	
2		12.5	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	18	15	18	18	23	23	23	23	3	2	2																	
1		34	5	3	5	5	5	5	5	5	5	5	5	5	5	5	5	5	23	23	23	23	47	47	47	47	7	7	7																	
1		15	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	14	14	14	14	47	47	47	47	7	7	7																	
1	12	54.5	17	8	17	16	16	1	1	8	8	8	8	8	8	8	8	8	47	47	47	47	12	12	12	12	9	7	7																	
10	12	73	38	10	10	15	15	3	3	3	3	3	3	3	3	3	3	3	118	40	40	40	68	68	68	68	4	6	6																	
1	2	28.5	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	32	32	32	32	32	32	32	32	8	8	8																	
1	1	19	8	6	8	6	8	6	2	2	2	2	2	2	2	2	2	2	1	1	1	1	1	1	1	1	10	5	5																	
		35	8	6	8	6	8	6	2	2	2	2	2	2	2	2	2	2	40	40	40	40	15	15	15	15	10	5	5																	
		24.5	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	10	10	10	10	20	20	20	20	1	1	1																	
		18	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	20	20	20	20	12	12	12	12	2	1	1																	
		21.5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	43	43	43	43	9	9	9	9	1	1	1																	
		14.5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	9	9	9	9	9	9	9	9	1	1	1																	
		12	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	12	12	12	12	20	20	20	20	2	2	2																	
3	2	16	9	7	9	9	9	9	2	2	2	2	2	2	2	2	2	2	20	20	20	20	2	2	2	2	1	1	1																	
1	1	8	4	4	4	4	4	4	1	4	4	4	4	4	4	4	4	1	3	3	3	3	3	3	3	3	1	1	1																	
12	4	21.5	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	12	5	7	7	40	40	40	40	5	5	5																	
		34	11	7	11	11	11	5	5	5	5	5	5	5	5	5	5	2	40	40	40	40	40	40	40	40	5	5	5																	
		16.5	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	24	19	19	19	5	5	5	5	3	3	3																	
		22.5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	11	11	11	11	3	3	3	3	2	2	2																	
		15.5	9	7	7	7	7	7	2	2	2	2	2	2	2	2	2	2	26	21	26	26	26	26	26	26	5	5	5																	
4		31.5	9	7	7	7	7	7	2	2	2	2	2	2	2	2	2	2	18	4	4	4	4	4	4	4	4	4	4	4																
		21	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	9	9	9	9	9	9	9	9	2	2	2																	
3		21.5	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	30	30	30	30	30	30	30	30	6	6	6																	
5		54	6	6	6	6	6	6	6	4	4	4	4	4	4	4	4	4	70	70	70	70	70	70	70	70	6	6	6																	
8	12	33.5	18	10	18	18	18	8	8	12	8	8	12	8	8	8	8	26	26	26	26	26	26	26	26	5	7	2																		
		11	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	9	9	9	9	9	9	9	9	5	5	5																	
		25.5	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	13	13	13	13	13	13	13	13	7	7	7																
3		62	30	23	30	30	30	7	7	3	3	3	3	3	3	3	3	3	35	35	35	35	20	20	20	20	7	1	1																	
		19.5	5	5	5	5	5	5	2	2	2	2	2	2	2	2	2	2	20	20	20	20	20	20	20	20	2	1	1																	
		35	9	6	9	9	9	9	2	3	3	3	3	3	3	3	3	3	24	24	24	24	24	24	24	24	2	1	1																	
1		21.5	12	11	12	12	12	1	1	1	1	1	1	1	1	1	1	1	11	11	11	11	11	11	11	11	3	2	2																	
		17.5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	17	13	13	13	13	13	13	13	4	3	3																	
2		34	4	4	4	4	4	4	2	2	2	2	2	2	2	2	2	2	8	8	8	8	8	8	8	8	6	6	6																	
		17	4	4	4	4	4	4	2	2	2	2	2	2	2	2	2	2	24	18	24	24	24	24	24	24	9	9	9																	
5	2	18.5	5	5	5	5	5	3	3	5	2	2	4	3	3	2	2	2	26	26	26	26	26	26	26	26	3	2	2																	
9	2	22	11	9	11	9	9	2	2	4	4	3	3	2	2	2	2	2	9	9	9	9	7	7	7	7	3	2	2																	
5		89.5	29	29	29	29	29	5	12	2	2	8	3	3	3	3	3	121	80	80	80	80	80	80	80	10	23	9																		
		24.5	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	20	10	10	10	2	2	2	2	3	3	3																	
		24	31	4	1	4	3	4	3	4	3	2	19	16	2	1	1	1	409	225	282	96	67	67	67	67	41	41	41																	
206	129	2907	858	498	553	412	208	253	152	63	2416	2125	1908	506	546	2116.5	871	580	723	499	219	240	190	64	2007	1900	1626	410	613	200	200															
216	101	28	*780.5	13	82	170	87	11	13	38	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1														

the girls also.

TABLE H.—The Grammar

## NUMBER OF PUPILS IN THE VARIOUS BRANCHES OF

	IN MATHEMATICS.										IN GEOGRAPHY AND HISTORY.				IN	
	GRAMMAR SCHOOLS.			Total in Arithmetic.			Total in Algebra.			In Euclid.			In Ancient Geography.		In Modern Geography.	
		Total in Algebra.	Total in Euclid.	In the higher rules of Arithmetic.	In the higher rules of Algebra.	In Euclid, Books III.-IV.	In Trigonometry or Logarithms.	In Mensuration and Surveying.		Total in History.	In Ancient History.	In Physical Science.	In Christian Morals.	In Civil Government.		
Oakville.....	50	16	7	50	4	3	2	46	47	2	2	.....	.....	.....	.....	
Oakwood .....	22	13	11	22	9	4	6	23	3	23	3	.....	.....	.....	.....	
Omenee.....	63	24	38	63	11	6	6	17	46	63	17	36	.....	.....	.....	
Orangeville .....	44	13	11	41	9	10	5	6	45	30	1	.....	.....	.....	.....	
Osborne .....	34	12	10	27	5	3	10	18	26	.....	.....	10	.....	.....	.....	
Oshawa .....	104	23	11	104	8	2	10	104	37	10	.....	.....	.....	.....	.....	
Ottawa .....	98	39	35	42	14	13	24	14	98	98	42	98	.....	.....	.....	
Owen Sound.....	56	25	17	56	17	10	.....	56	56	11	56	56	56	56	56	
Pakenham.....	36	19	5	31	8	2	6	35	5	.....	.....	.....	.....	.....	.....	
Paris .....	63	63	15	63	8	3	4	25	63	63	25	25	25	25	25	
Pembroke.....	39	14	9	38	8	4	2	7	39	19	7	.....	.....	.....	.....	
Perth .....	107	41	37	107	21	17	52	28	107	58	28	57	57	57	57	
Peterborough .....	183	60	40	183	40	22	6	98	52	162	12	14	14	14	14	
Picton .....	89	89	39	87	34	11	.....	89	89	89	34	34	34	34	34	
Port Dover .....	38	7	7	18	7	7	.....	5	38	38	.....	.....	.....	.....	.....	
Port Hope .....	55	55	15	55	41	10	10	31	31	55	55	31	31	31	31	
Port Perry .....	70	23	4	20	4	1	2	68	65	65	11	11	11	11	11	
Port Rowan .....	41	16	6	41	16	2	1	41	41	41	19	41	41	41	41	
Prescott .....	70	10	3	70	4	4	4	70	70	28	28	28	28	28	28	
Renfrew.....	37	4	4	37	2	2	1	37	11	.....	37	37	37	37	37	
Richmond .....	24	8	7	16	3	1	1	24	24	24	2	2	2	2	2	
Richmond Hill.....	39	22	16	39	22	8	5	39	39	39	3	7	7	7	7	
Sarnia .....	19	19	16	19	17	5	5	4	15	16	1	8	8	8	8	
Scotland .....	63	14	7	52	9	4	5	63	17	5	13	13	13	13	13	
Simcoe .....	63	40	45	40	30	13	4	30	63	63	30	30	30	30	30	
Smith's Fails .....	53	12	20	47	5	3	10	4	47	34	6	6	6	6	6	
Smithville .....	51	23	20	41	13	2	2	20	51	51	12	8	8	8	8	
Stirling .....	55	11	5	54	6	6	6	30	13	13	15	15	15	15	15	
Stratford .....	62	47	21	62	47	9	7	17	62	62	17	62	62	62	62	
Strathroy .....	64	25	12	63	17	8	10	7	2	60	60	3	7	7	7	
Streetsville .....	51	7	6	51	2	1	1	4	51	15	15	15	15	15	15	
St. Catharines .....	111	40	30	111	25	15	15	7	16	111	111	16	15	15	15	
St. Marys .....	111	60	40	71	40	16	25	8	15	111	111	10	10	10	10	
St. Thomas .....	36	14	12	36	14	11	8	6	31	25	6	14	14	14	14	
Thorold .....	55	28	13	50	13	2	2	52	26	8	15	15	15	15	15	
Toronto .....	119	87	79	79	87	39	2	12	40	119	79	40	17	119	119	
Trenton .....	52	31	15	30	17	5	5	52	47	8	8	8	8	8	8	
Uxbridge .....	68	24	40	60	16	24	3	4	12	46	56	12	32	20	30	
Vankleekhill .....	54	53	53	41	7	7	8	2	54	54	3	19	19	19	19	
Vienna .....	49	36	12	49	7	1	2	1	20	49	36	20	4	4	4	
Wardsville .....	68	14	8	44	8	5	25	8	64	72	45	60	60	60	60	
Waterdown .....	57	29	10	57	6	6	6	57	57	6	57	57	57	57	57	
Welland .....	58	15	10	13	14	3	3	8	50	44	8	8	8	8	8	
Weston .....	47	16	19	37	10	4	15	6	11	47	47	11	47	47	47	
Whitby .....	136	125	69	129	64	39	5	6	37	99	130	43	106	20	10	
Williamstown .....	43	46	40	43	8	12	12	.....	49	38	13	13	13	13	13	
Windsor .....	66	16	10	46	8	2	2	4	66	50	4	4	4	4	4	
Woodstock .....	48	21	9	36	8	3	2	6	43	48	5	24	24	24	24	
Grand Total, 1869 .....	6442	3061	2053	5420	1848	787	501	429	1368	5680	5218	1070	1681	1487	82	
" 1868 .....	5452	2835	1993	4599	1780	790	665	533	1261	4764	4456	1143	1533	1161	190	
Increase .....	990	226	60	821	68	.....	3	104	107	916	762	.....	148	326	.....	
Decrease .....	.....	.....	.....	.....	.....	.....	3	104	107	916	762	73	108	108	108	

Schools of Ontario.—*Continued*

## **INSTRUCTION AND MISCELLANEOUS INFORMATION.**

#### OTHER SUBJECTS.

### **Head Masters and their Colleges.**

TABLE I.—METEOROLOGICAL OBSERVATIONS, 1869.

No. 1.—Monthly Abstracts of Barometric Pressure, Temperature of the Air, and Tension of Vapor, shewing the monthly results of three daily observations at 7 a.m., 1 p.m., and 9 p.m., together with the maximum and minimum temperatures, indicated by the self-registering thermometers, at ten Grammar School Stations, throughout the year.

No. 2.—Table of the Relative Humidity, Direction and Velocity of Wind, amount of Cloudiness, Rain, Snow and Auroras, at the same Stations.

A Table of Annual Results is given on pages 12, 13, 14 and 15, Part I. of this Report.

N.B.—The instruments with which the observations are taken, were supplied by Messrs. Negretti & Zambra, and Casella, London, and the index errors have been ascertained by comparisons at the Kew Observatory in England, and at the Toronto Observatory. They are obtained by the stations, together with Registers and forms for Abstracts from the Educational Depository, Toronto.

TABLE I.—METEOROLOGICAL OBSERVATIONS, 1869.

No. 1.—BAROMETRIC PRESSURE, TEMPERATURE AND TENSION OF VAPOR.

An accident to the Cornwall Barometer occasioned defective returns from that station from April to December.

There was no minimum thermometer at Steree from January to May.

The mid-day thermometric observation on 18th November was omitted at Penberth.

TABLE I.—METEOROLOGICAL OBSERVATIONS, 1869.—Continued.

NO. 1.—BAROMETRIC PRESSURE, TEMPERATURE AND TENSION OF VAPOUR.—Continued.

TABLE I.—METEOROLOGICAL OBSERVATIONS, 1869.—Continued.

No. 2.—HUMIDITY, WIND, CLOUDINESS, RAIN, SNOW AND AURORAS.

MONTH.	STATION.	HUMIDITY OF AIR		WINDS	NUMBER OF OBSERVATIONS	TEMPERATURE, V. & S. of Win. b		AUXILIARY METEOROLOGICAL	RAIN.	SNOW.	AURORAS.						
		MONTHLY MEAN				SURFACE CURRENT											
		MAX.	MIN.			MAX.	MIN.										
JANUARY	Bartle	52.5	42.5	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0						
	Belleisle	52.5	42.5	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0						
	Brudenell	52.5	42.5	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0						
	C. L. H.	52.5	42.5	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0						
	Dufferin	52.5	42.5	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0						
	Fatherland	52.5	42.5	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0						
	Goderich	52.5	42.5	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0						
	Hastings	52.5	42.5	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0						
	Kincardine	52.5	42.5	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0						
	Port Huron	52.5	42.5	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0						
	Windsor	52.5	42.5	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0						
FEBRUARY	Bartle	52.5	42.5	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0						
	Belleisle	52.5	42.5	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0						
	Brudenell	52.5	42.5	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0						
	C. L. H.	52.5	42.5	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0						
	Dufferin	52.5	42.5	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0						
	Fatherland	52.5	42.5	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0						
	Goderich	52.5	42.5	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0						
	Hastings	52.5	42.5	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0						
	Kincardine	52.5	42.5	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0						
	Port Huron	52.5	42.5	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0						
	Windsor	52.5	42.5	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0						
MARCH	Bartle	52	42	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0						
	Belleisle	52	42	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0						
	Brudenell	52	42	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0						
	C. L. H.	52	42	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0						
	Dufferin	52	42	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0						
	Fatherland	52	42	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0						
	Goderich	52	42	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0						
	Hastings	52	42	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0						
	Kincardine	52	42	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0						
	Port Huron	52	42	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0						
	Windsor	52	42	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0						
APRIL	Bartle	52	42	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0						
	Belleisle	52	42	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0						
	Brudenell	52	42	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0						
	C. L. H.	52	42	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0						
	Dufferin	52	42	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0						
	Fatherland	52	42	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0						
	Goderich	52	42	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0						
	Hastings	52	42	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0						
	Kincardine	52	42	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0						
	Port Huron	52	42	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0						
	Windsor	52	42	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0						
MAY	Bartle	52	42	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0						
	Belleisle	52	42	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0						
	Brudenell	52	42	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0						
	C. L. H.	52	42	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0						
	Dufferin	52	42	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0						
	Fatherland	52	42	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0						
	Goderich	52	42	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0						
	Hastings	52	42	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0						
	Kincardine	52	42	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0						
	Port Huron	52	42	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0						
	Windsor	52	42	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0						
JUNE	Bartle	52	42	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0						
	Belleisle	52	42	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0						
	Brudenell	52	42	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0						
	C. L. H.	52	42	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0						
	Dufferin	52	42	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0						
	Fatherland	52	42	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0						
	Goderich	52	42	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0						
	Hastings	52	42	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0						
	Kincardine	52	42	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0						
	Port Huron	52	42	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0						
	Windsor	52	42	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0						

a Where the clouds have contrary motion, the higher current is referred here.

b Velocity is estimated, 0 denoting calm or light air; 10 denoting very heavy hurricane.

c 10 denotes that the sky is covered with clouds; 0 denotes that the sky is quite clear of clouds.

WIND OBSERVATIONS  
1. N. E. 2. N. 3. N. W. 4. W. 5. S. W. 6. S. 7. S. E. 8. E. 9. E. N. E. 10. N. 11. N. W. 12. W. 13. W. N. W. 14. S. W. 15. S. 16. S. E. 17. E. 18. E. N. E. 19. N. 20. N. W. 21. W. 22. W. N. W. 23. S. W. 24. S. 25. S. E. 26. E. 27. E. N. E. 28. N. 29. N. W. 30. W. 31. W. N. W. 32. S. W. 33. S. 34. S. E. 35. E. 36. E. N. E. 37. N. 38. N. W. 39. W. 40. W. N. W. 41. S. W. 42. S. 43. S. E. 44. E. 45. E. N. E. 46. N. 47. N. W. 48. W. 49. W. N. W. 50. S. W. 51. S. 52. S. E. 53. E. 54. E. N. E. 55. N. 56. N. W. 57. W. 58. W. N. W. 59. S. W. 60. S. 61. S. E. 62. E. 63. E. N. E. 64. N. 65. N. W. 66. W. 67. W. N. W. 68. S. W. 69. S. 70. S. E. 71. E. 72. E. N. E. 73. N. 74. N. W. 75. W. 76. W. N. W. 77. S. W. 78. S. 79. S. E. 80. E. 81. E. N. E. 82. N. 83. N. W. 84. W. 85. W. N. W. 86. S. W. 87. S. 88. S. E. 89. E. 90. E. N. E. 91. N. 92. N. W. 93. W. 94. W. N. W. 95. S. W. 96. S. 97. S. E. 98. E. 99. E. N. E. 100. N. 101. N. W. 102. W. 103. W. N. W. 104. S. W. 105. S. 106. S. E. 107. E. 108. E. N. E. 109. N. 110. N. W. 111. W. 112. W. N. W. 113. S. W. 114. S. 115. S. E. 116. E. 117. E. N. E. 118. E. 119. E. W. 120. W. 121. W. N. W. 122. S. W. 123. S. 124. S. E. 125. E. 126. E. N. E. 127. N. 128. N. W. 129. W. 130. W. N. W. 131. S. W. 132. S. 133. S. E. 134. E. 135. E. N. E. 136. N. 137. N. W. 138. W. 139. W. N. W. 140. S. W. 141. S. 142. S. E. 143. E. 144. E. N. E. 145. N. 146. N. W. 147. W. 148. W. N. W. 149. S. W. 150. S. 151. S. E. 152. E. 153. E. N. E. 154. N. 155. N. W. 156. W. 157. W. N. W. 158. S. W. 159. S. 160. S. E. 161. E. 162. E. N. E. 163. N. 164. N. W. 165. W. 166. W. N. W. 167. S. W. 168. S. 169. S. E. 170. E. 171. E. N. E. 172. N. 173. N. W. 174. W. 175. W. N. W. 176. S. W. 177. S. 178. S. E. 179. E. 180. E. N. E. 181. N. 182. N. W. 183. W. 184. W. N. W. 185. S. W. 186. S. 187. S. E. 188. E. 189. E. N. E. 190. N. 191. N. W. 192. W. 193. W. N. W. 194. S. W. 195. S. 196. S. E. 197. E. 198. E. N. E. 199. N. 200. N. W. 201. W. 202. W. N. W. 203. S. W. 204. S. 205. S. E. 206. E. 207. E. N. E. 208. N. 209. N. W. 210. W. 211. W. N. W. 212. S. W. 213. S. 214. S. E. 215. E. 216. E. N. E. 217. N. 218. N. W. 219. W. 220. W. N. W. 221. S. W. 222. S. 223. S. E. 224. E. 225. E. N. E. 226. N. 227. N. W. 228. W. 229. W. N. W. 230. S. W. 231. S. 232. S. E. 233. E. 234. E. N. E. 235. N. 236. N. W. 237. W. 238. W. N. W. 239. S. W. 240. S. 241. S. E. 242. E. 243. E. N. E. 244. N. 245. N. W. 246. W. 247. W. N. W. 248. S. W. 249. S. 250. S. E. 251. E. 252. E. N. E. 253. N. 254. N. W. 255. W. 256. W. N. W. 257. S. W. 258. S. 259. S. E. 260. E. 261. E. N. E. 262. N. 263. N. W. 264. W. 265. W. N. W. 266. S. W. 267. S. 268. S. E. 269. E. 270. E. N. E. 271. N. 272. N. W. 273. W. 274. W. N. W. 275. S. W. 276. S. 277. S. E. 278. E. 279. E. N. E. 280. N. 281. N. W. 282. W. 283. W. N. W. 284. S. W. 285. S. 286. S. E. 287. E. 288. E. N. E. 289. N. 290. N. W. 291. W. 292. W. N. W. 293. S. W. 294. S. 295. S. E. 296. E. 297. E. N. E. 298. N. 299. N. W. 300. W. 301. W. N. W. 302. S. W. 303. S. 304. S. E. 305. E. 306. E. N. E. 307. N. 308. N. W. 309. W. 310. W. N. W. 311. S. W. 312. S. 313. S. E. 314. E. 315. E. N. E. 316. N. 317. N. W. 318. W. 319. W. N. W. 320. S. W. 321. S. 322. S. E. 323. E. 324. E. N. E. 325. N. 326. N. W. 327. W. 328. W. N. W. 329. S. W. 330. S. 331. S. E. 332. E. 333. E. N. E. 334. N. 335. N. W. 336. W. 337. W. N. W. 338. S. W. 339. S. 340. S. E. 341. E. 342. E. N. E. 343. N. 344. N. W. 345. W. 346. W. N. W. 347. S. W. 348. S. 349. S. E. 350. E. 351. E. N. E. 352. N. 353. N. W. 354. W. 355. W. N. W. 356. S. W. 357. S. 358. S. E. 359. E. 360. E. N. E. 361. N. 362. N. W. 363. W. 364. W. N. W. 365. S. W. 366. S. 367. S. E. 368. E. 369. E. N. E. 370. N. 371. N. W. 372. W. 373. W. N. W. 374. S. W. 375. S. 376. S. E. 377. E. 378. E. N. E. 379. N. 380. N. W. 381. W. 382. W. N. W. 383. S. W. 384. S. 385. S. E. 386. E. 387. E. N. E. 388. N. 389. N. W. 390. W. 391. W. N. W. 392. S. W. 393. S. 394. S. E. 395. E. 396. E. N. E. 397. N. 398. N. W. 399. W. 400. W. N. W. 401. S. W. 402. S. 403. S. E. 404. E. 405. E. N. E. 406. N. 407. N. W. 408. W. 409. W. N. W. 410. S. W. 411. S. 412. S. E. 413. E. 414. E. N. E. 415. N. 416. N. W. 417. W. 418. W. N. W. 419. S. W. 420. S. 421. S. E. 422. E. 423. E. N. E. 424. N. 425. N. W. 426. W. 427. W. N. W. 428. S. W. 429. S. 430. S. E. 431. E. 432. E. N. E. 433. N. 434. N. W. 435. W. 436. W. N. W. 437. S. W. 438. S. 439. S. E. 440. E. 441. E. N. E. 442. N. 443. N. W. 444. W. 445. W. N. W. 446. S. W. 447. S. 448. S. E. 449. E. 450. E. N. E. 451. N. 452. N. W. 453. W. 454. W. N. W. 455. S. W. 456. S. 457. S. E. 458. E. 459. E. N. E. 460. N. 461. N. W. 462. W. 463. W. N. W. 464. S. W. 465. S. 466. S. E. 467. E. 468. E. N. E. 469. N. 470. N. W. 471. W. 472. W. N. W. 473. S. W. 474. S. 475. S. E. 476. E. 477. E. N. E. 478. N. 479. N. W. 480. W. 481. W. N. W. 482. S. W. 483. S. 484. S. E. 485. E. 486. E. N. E. 487. N. 488. N. W. 489. W. 490. W. N. W. 491. S. W. 492. S. 493. S. E. 494. E. 495. E. N. E. 496. N. 497. N. W. 498. W. 499. W. N. W. 500. S. W. 501. S. 502. S. E. 503. E. 504. E. N. E. 505. N. 506. N. W. 507. W. 508. W. N. W. 509. S. W. 510. S. 511. S. E. 512. E. 513. E. N. E. 514. N. 515. N. W. 516. W. 517. W. N. W. 518. S. W. 519. S. 520. S. E. 521. E. 522. E. N. E. 523. N. 524. N. W. 525. W. 526. W. N. W. 527. S. W. 528. S. 529. S. E. 530. E. 531. E. N. E. 532. N. 533. N. W. 534. W. 535. W. N. W. 536. S. W. 537. S. 538. S. E. 539. E. 540. E. N. E. 541. N. 542. N. W. 543. W. 544. W. N. W. 545. S. W. 546. S. 547. S. E. 548. E. 549. E. N. E. 550. N. 551. N. W. 552. W. 553. W. N. W. 554. S. W. 555. S. 556. S. E. 557. E. 558. E. N. E. 559. N. 560. N. W. 561. W. 562. W. N. W. 563. S. W. 564. S. 565. S. E. 566. E. 567. E. N. E. 568. N. 569. N. W. 570. W. 571. W. N. W. 572. S. W. 573. S. 574. S. E. 575. E. 576. E. N. E. 577. N. 578. N. W. 579. W. 580. W. N. W. 581. S. W. 582. S. 583. S. E. 584. E. 585. E. N. E. 586. N. 587. N. W.

TABLE I. METEOROLOGICAL OBSERVATIONS, 1863.—Continued.

11.8 TEMPERATURE, WIND, CLOUDINESS, RAIN, SNOW AND AURORAS—Continued.

## TABLE K.—THE NORMAL SCHOOL FOR ONTARIO, 1869.

ABSTRACT No. 1.—GROSS ATTENDANCE OF STUDENTS, CERTIFICATES, &amp;c.

THE SESSIONS OF THE NORMAL SCHOOL FOR ONTARIO.	APPLICANTS FOR ADMIS- SION.			REJECTED.			ADMITTED.			WHO HAD BEEN TEACHERS BEFORE.		
	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.
From the 1st to the 40th Session, inclusive.....	6024	3157	2867	627	323	304	5397	2834	2563	2712	1908	804
Forty-first Session, 1869.....	181	84	97	15	8	7	166	76	90	66	45	21
Forty-second Session, 1869 .....	183	83	100	9	1	8	174	82	92	69	48	21
Grand Total.....	6388	3324	3064	651	332	319	*5737	2992	2745	2837	2001	846

ABSTRACT No. 1.—GROSS ATTENDANCE OF STUDENTS, CERTIFICATES, &amp;c.—Continued.

THE SESSIONS OF THE NORMAL SCHOOL FOR ONTARIO.	WHO ATTENDED FORMERLY.			REGULARLY.			WHO LEFT.			WHO RECEIVED PROVIN- CIAL CERTIFICATES.		
	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.
From the 1st to the 40th Session, inclusive.....	1827	771	1036	1034	621	413	268	230	78	2712	1361	1351
Forty-first Session, 1869.....	50	7	43	40	22	18	3	1	2	108	47	61
Forty-second Session, 1869 .....	89	43	46	27	15	12	6	4	2	116	53	63
Grand Total.....	1966	821	1145	1101	658	443	307	225	82	*2936	1461	1475

\* Of this number 49 were admitted by fees, 420 received "Certificates of Standing in Class," from the Masters, before Provincial Certificates were issued, and 2,194 received weekly aid, amounting to \$4,363.50. But of the whole number of admissions, a very large proportion have attended two or three Sessions—some even four and five—so as greatly to reduce the aggregate of individual attendance. And the same is true of the Provincial Certificates, of which a considerable number have lapsed by deaths, and become otherwise unavailable by removals, and a still larger number have been superseded by subsequent certificates.

TABLE K.—THE NORMAL SCHOOLS FOR ONTARIO, 1869.—Continued.

ABSTRACT No. 2.—COUNTIES whence TEACHERS IN TRAINING AT THE NORMAL SCHOOL CAME.

ABSTRACT No. 2.—COUNTIES WHENCE TEACHERS IN TRAINING AT THE NORMAL SCHOOL CAME.—*Continued.*

THE SESSIONS OF THE NORMAL SCHOOL FOR ONTARIO.		Durham.		Peterboro'.		Victoria.		York.		Simcoe.		Halton.		Wentworth.		Lancaster.		Welland.							
From the 1st to the 40th Session, inclusive.....		210	145	65	42	31	11	39	31	8	234	150	84	1698	570	1128	171	127	44	101	74	20	138	69	57
Forty-first Session, 1899.....		13	5	8	2	2	2	8	5	3	22	1	21	9	6	3	51	4	1	2	2	2	18	3	4
Forty-second Session, 1899.....		14	8	6	2	2	2	7	3	4	35	8	27	4	3	1	6	5	1	2	11	2	3	2	1
Grand Total.....		237	158	79	44	31	13	41	33	8	243	158	91	1755	573	1176	184	136	48	113	83	32	142	89	34

TABLE K.—THE NORMAL SCHOOL FOR ONTARIO, 1869.—Concluded.

ABSTRACT NO. 2.—COUNTIES WHENCE TEACHERS IN TRAINING AT THE NORMAL SCHOOL CAME. —*Concluded.*

\* See Note to Abstract No. 1, page 69.

**ABSTRACT No. 3.—RELIGIOUS PERSUASION OF THE STUDENTS ATTENDING THE NORMAL SCHOOL.**

\* See Note to Abstract No. 1, page 69. See also Appendices B and C.

TABLE L.—The other Educational Institutions of Ontario.

	COLLEGES.			ACADEMIES AND PRIVATE SCHOOLS.			TOTAL.					
	TOTALS.	Number of Colleges.	Annual Income or Legislative Aid. \$ & cts.	Amount received from Fees. \$ & cts.	Number of Academies and Private Schools.	Number of Pupils.	Number of months open.	Number of Teachers.	Total Colleges, Academies and Private Schools.	Total Students and Pupils.	Total amount received from Fees or Legislative Aid. \$ & cts.	
<b>Total Counties.....</b>					83	1606	9	85	6060 00	83	1606	6060 00
“ Cities .....	11	1320	115000 00	42000 00	67	2235	11	104	52500 00	78	3555	209500 00
“ Towns.....	5	610	44000 00	11000 00	93	1954	11	125	20143 00	98	2564	75143 00
“ Villages.....					36	597	10	38	2612 00	36	597	2612 00
<b>Grand Total, 1869 .....</b>	<b>16</b>	<b>1930</b>	<b>159000 00</b>	<b>53000 00</b>	<b>279</b>	<b>6392</b>	<b>10</b>	<b>352</b>	<b>81315 00</b>	<b>295</b>	<b>8322</b>	<b>293315 00</b>
“ 1868 .....	16	1930	159000 00	53000 00	282	6655	10	387	82150 50	298	8585	294150 50
<b>Increase.....</b>												.....
<b>Decrease .....</b>					3	263		35	845 50	3	263	845 50

TABLE M.—STATEMENT No. 1.—The Free Public Libraries of Ontario.

THE FREE PUBLIC LIBRARIES SUPPLIED BY THE EDUCATION DEPARTMENT DURING THE YEAR 1869.

COUNTIES AND NAMES OF COMMON SCHOOL LIBRARIES.		Amount of Local Appropriation for 1869.	Amount of Legislative Appointment for 1869.	Value of Books sent in 1869.	VOLUMES
<i>Dundas:</i>	Winchester, No. 16.....	\$ 10 00	\$ 10 00	\$ 20 00	46
<i>Leeds:</i>	Crosby South, Township M. C.....	150 00	150 00	300 00	405
<i>Frontenac:</i>	Kingston, No. 14.....	20 00	20 00	40 00	61
<i>Addington:</i>	Amherst Island, Township M. C.....	100 00	100 00	200 00	263
<i>Prince Edward:</i>	County M. C.....	24 00	24 00	48 00	61
	Ameliasburgh, No. 7.....	25 00	25 00	50 00	71
	Do " 8 .....	7 00	7 00	14 00	25
<i>Hastings:</i>	Madoc, " 3.....	19 85	19 85	39 70	71
<i>Northumberland:</i>	Percy, " 6.....	8 00	8 00	16 00	37
<i>Durham:</i>	Clarke, " 5.....	20 00	20 00	40 00	52
<i>Peterborough:</i>	Dysart, " 1.....	5 00	5 00	10 00	20
	Harvey, " 2 .....	10 00	10 00	20 00	60
<i>Victoria:</i>	Somerville, " 5.....	15 00	15 00	30 00	82
<i>Ontario:</i>	Brock, " 5.....	10 00	10 00	20 00	40
	Port Ferry, U. S.....	40 00	40 00	80 00	128
	Uxbridge, " .....	20 00	20 00	40 00	63
	Do No. 11.....	13 00	13 00	26 00	32
<i>York:</i>	Gwillimbury North, No. 1.....	10 00	10 00	20 00	57
	Vaughan, " 9.....	6 77	6 77	13 54	21
	Do " 13.....	25 00	25 00	50 00	72
	York, " 1.....	20 00	20 00	40 00	71
<i>Simcoe:</i>	Orillia, " 4.....	12 00	12 00	24 00	35
	Oro, " 7.....	50 00	50 00	100 00	146
<i>Halton:</i>	Esquesing, " 1.....	109 00	109 00	218 00	287
	Do " 5.....	10 00	10 00	20 00	22
	Do " 12.....	56 00	56 00	112 00	119
<i>Wentworth:</i>	Flamboro' West, " 7.....	44 00	44 00	88 00	157
<i>Lincoln:</i>	Caistor, " 5.....	12 00	12 00	24 00	41
	Grimsby, " 4.....	30 00	30 00	60 00	135
<i>Norfolk:</i>	Charlottetown, " 15.....	24 00	24 00	48 00	52
	Houghton, " 11.....	6 25	6 25	12 50	32
<i>Oxford:</i>	Dereham, Township M. C.....	50 00	50 00	100 00	151
<i>Waterloo:</i>	Norwich North, No. 3, U. S. S.....	20 00	20 00	40 00	60
<i>Wellington:</i>	Woolwich, " 6.....	15 00	15 00	30 00	45
	Arthur, " 7.....	8 00	8 00	16 00	43
<i>Grey:</i>	Collingwood, " 13.....	12 00	12 00	24 00	41
	Euphasia, " 7.....	6 00	6 00	12 00	6

TABLE M.—STATEMENT No. 1.—*Continued.*—The Free Public Libraries of Ontario.

THE FREE PUBLIC LIBRARIES SUPPLIED BY THE EDUCATION DEPARTMENT DURING THE YEAR 1869.

COUNTIES AND NAMES OF COMMON SCHOOL LIBRARIES.	MONEYS.			VOLUMES Total number of Volumes supplied in 1869.
	Amount of Local Appropriation for 1869.	Amount of Legislative Appointment for 1869.	Value of Books sent in 1869.	
<i>Grey</i> —Continued:				
Melanethon, No. 3.....	\$ 15 00	\$ 15 00	\$ 30 00	56
Osprey, " 4.....	10 00	10 00	20 00	60
Sydenham, " 5.....	24 00	24 00	48 00	66
Do. " 7 R. C. S. S. ....	10 06½	10 06½	20 13	34
<i>Perth</i> :				
Elma and Wallace " 1 U. S. S. ....	9 00	9 00	18 00	44
Elma " 7.....	25 00	25 00	50 00	69
Logan and Grey, " 7 U. S. S. ....	10 00	10 00	20 00	42
<i>Huron</i> :				
Colborne, " 6.....	10 00	10 00	20 00	19
Stanley, " 4.....	9 00	9 00	18 00	51
<i>Bruce</i> :				
Bruce and Kincardine " 1 U. S. ....	15 00	15 00	30 00	41
Bruce, " 8.....	25 00	25 00	50 00	60
Do. " 12.....	10 11	10 11	20 22	20
Huron, " 1.....	10 00	10 00	20 00	29
Do. " 6.....	15 00	15 00	30 00	39
<i>Elgin</i> :				
Dorchester South, " 7.....	25 00	25 00	50 00	77
Malahide, " 15.....	15 00	15 00	30 00	40
Yarmouth, " 9.....	25 00	25 00	50 00	91
<i>Lambton</i> :				
Bosanquet, " 5.....	12 53	12 53	25 12	41
Brooke, " 6.....	10 00	10 00	20 00	36
Sombra, " 15.....	25 00	25 00	50 00	63
<i>Essex</i> :				
Malden Lunatic Asylum, .....	100 00	100 00	200 00	211
<i>Districts</i> :				
Parry Sound .....	52 00	52 00	104 00	128
<i>Cities</i> :				
Toronto Normal School.....	60 00	60 00	120 00	126
Hamilton Central School .....	50 00	50 00	100 00	197
Kingston Provincial Penitentiary .....	321 65	321 65	643 30	725
London B. S. T.....	50 00	50 00	100 00	135
<i>Towns</i> :				
Bowmanville, U. S.....	9 50	9 50	19 00	2
Chatham, B. S. T.....	30 00	30 00	60 00	64
Clifton, B. S. T.....	9 50	9 50	19 00	2
Cobourg, B. S. T.....	135 80	135 80	271 60	304
Goderich, B. S. T.....	41 40	41 40	82 80	118
Oakville, U. S.....	26 68	26 68	53 35	83
Sarnia, U. S.....	88 84	88 84	177 68	193
<i>Villages</i> :				
Fort Erie, B. S. T.....	20 00	20 00	40 00	52
Total .....	2327 97½	2327 97½	4655 95	6428

TABLE M.—STATEMENT NO. 2.—The Free Public Libraries of Ontario.—Continued.

COUNTIES.	THE FREE PUBLIC LIBRARIES SUPPLIED BY THE EDUCATION DEPARTMENT.				OTHER PUBLIC LIBRARIES.				TOTAL.										
	MONEYS.	\$ cts.	\$ cts.	\$ cts.	VOLUME OF BOOKS SENT.	IN VALUE OF BOOKS SENT IN 1869.	AMOUNT OF LEGISLATIVE APPROPRIATION FOR 1869.	NO. OF LIBRARIES, EXCLUDING SUB-DIVISIONS.	TOTAL NUMBER OF VOLUMES IN LIBRARIES.	LIBRARIES.	VOLUMES.	LIBRARIES.	OTHER PUBLIC LIBRARIES.	SUNDAY SCHOOL LIBRARIES.	TOTAL SCHOOL AND PUBLIC LIBRARIES IN ONTARIO.	VOLUMES.	LIBRARIES.	TOTAL SCHOOL AND PUBLIC LIBRARIES IN ONTARIO.	
Glengarry.....									9	1950	12	1740							
Stormont.....									1225	15	1480	2	310	21	3615				
Dundas.....									601.22	4	570	2	32	32	3380				
Prescott.....									820.00	5	2133	2	34	34	7314				
Russell.....									1031.06	5	1988	26	3676	3	2977				
Carleton.....									652.37	4	1270	10	800	15	761				
Greville.....									1973.02	15	4009	27	3478	2	189	44	76	15	
Leeds.....									876.63	5	1809	29	3.24	1	579	35	6312		
Lanark.....									1130.10	10	2617	69	6547	3	405	32	9585		
Renfrew.....									5147.80	80	9861	56	7330	30	5300	135	2244		
Frontenac.....									1563.72	18	2340	29	2133	3	830	30	5326		
Addington.....									794.77	9	1462	30	3.83	3	950	42	6085		
Lenox.....									430.00	2	955	31	4153	2	630	31	5738		
Prince Edward.....									720.00	2	1556	14	1282	4	350	20	3186		
Hastings.....									1257.60	14	2460	38	4381	3	940	55	7724		
Northumberland.....									281.84	54	23	507	70	6019	3	957	95	12316	
Durham.....									4346.26	34	8721	78	9371	6	2389	118	26772		
Peterborough.....									1496.57	21	3252	57	7393	3	450	81	11095		
Victoria.....									3343.56	25	6972	31	3350	6	1319	62	11441		
Ontario.....									459.24	46	3539	34	2275	3	366	83	6174		
York.....									4925.12	30	8880	46	8286	6	2900	82	20066		
Peel.....									8730.38	52	15484	95	12513	23	6645	192	33432		
Simcoe.....									4613.66	52	8149	51	6828	3	680	101	15657		
Halton.....									4087.85	42	7383	52	5911	7	2155	101	15150		
Wentworth.....									1726.44	16	2530	33	7630	11	325	80	15031		
Brait.....									1944.80	18	4353	53	8570	9	23.6	65	11440		
Lancaster.....									1633.80	15	2370	47	6704	3	2276	65	12877		
Welland.....									2374.50	24	4743	41	5427	3	2700	68	16745		
Haldimand.....									1634.60	13	1014	12	1232	4	18.0	65	13240		
Norfolk.....									3201.10	33	5595	51	5295	3	2370	65	1200		
									1300.36	19	2482	67	6831	5	1913	91	1200		
									30.25	60	50								

TABLE M.—STATEMENT No. 2.—The Free Public Libraries of Ontario.—*Continued.*

THE FREE PUBLIC LIBRARIES SUPPLIED BY THE EDUCATION DEPARTMENT.														
COUNTRIES - Continued.														
OTHER PUBLIC LIBRARIES.					TOTAL.									
Sunday School Libraries.					Total School and Public Libraries in Ontario.									
Other Public Libraries.					Librarians.									
Volumess.					Volumes.									
MONETS.														
No. of libraries, exclusive of sub-divisions.														
Amount of legislative appropriation for 1869.														
Amount of local exp- ense sent in 1869.														
Value of books sent.														
Total value of books sent.														
Value of books sent in former years.														
\$ cts.														
70 00	140 00	5195 04	5335 64	48	10182	88	10004	5	930					
15 00	15 00	1440 87	2046 87	14	3630	21	3062	12	1630					
8 40	16 00	4767 67	4632 67	52	8070	53	7291	10	2607					
77 63	154 13	3162 59	3316 72	38	6278	61	4571	16	1963					
44 66	44 66	88 00	88 00	34	5972	40	5028	15	1785					
19 00	19 00	6352 50	6352 50	56	9734	61	7021	15	2039					
75 11	150 22	1651 38	1811 60	28	3131	39	3910	2	480					
65 00	130 00	425 36	4425 36	53	7523	66	8538	12	4632					
47 56	47 56	1863 14	1958 14	17	3683	37	5503	8	1265					
100 00	100 00	260 00	3760 00	33	7258	54	5044	8	1626					
52 00	52 00	104 00	1448 00	1	4611	37	3736	8	1330					
1484 60	1484 60	2069 21	10520 82	1034	19899	1833	225414	278	67589					
1484 60	1484 60	2069 21	10520 82	1034	19899	1833	225414	278	67589					
1484 60	1484 60	2069 21	10520 82	1034	19899	1833	225414	278	67589					
481 65	481 65	963 30	10355 71	10	17971	75	26310	18	54450					
341 72	341 72	683 44	8065 50	40	11288	201	53238	50	34681					
20 00	20 00	40 00	3321 98	23	5780	144	29963	39	17317					
117 93	117 93	235 87	4420 08	4665 95	37	6428	71	8048	1					
Grand Total for 1869 " " 1868.....	2327 97	4655 95	127474 01	132129 96	1107	234038	227610	334985	385					
Increase.....	2210 04	4420 08	123635 93	127474 01	1070	227610	2292	326937	384					
Decrease.....								173680	3556					

TABLE M.—STATEMENT No. 3.—The Free Public Libraries of Ontario.—Concluded.

THE FOLLOWING IS A STATEMENT OF THE NUMBER AND CLASSIFICATION OF PUBLIC LIBRARY AND PRIZE BOOKS SENT OUT FROM THE DEPOSITORY OF THE ONTARIO EDUCATION DEPARTMENT, FROM 1853 TO 1869, INCLUSIVE.

Number of Volumes sent out during the years	Total Library Books, of Library Volumes.	History.	Zoology and Physiology.	Botany.	Phenomena.	Chemistry.	Agricultural Chemistry.	Practical Agriculture.	Literature.	Voyages.	Biography.	Prize Books.	Teachers' Library.	Prize Books sent out during the years.	Grand Total Library and Prize Books.		
1853	21922	41558	10333	5532	287	906	526	234	940	132	192	807	2694	1141	2917	5178	21922
1854	66711	1602	1030	2172	1351	636	4780	629	321	3235	5764	4350	6393	10307	578	66711	
1855	28659	5475	2033	318	568	663	20	1808	267	76	1452	3861	2926	3081	6049	432	28659
1856	13669	2408	632	118	347	287	77	660	55	31	418	323	1019	1844	3832	258	13669
1857	29833	5295	1733	321	632	817	195	1729	134	67	1257	2391	2253	3516	9219	244	22390
1858	7587	1567	503	86	152	98	61	776	27	2	186	713	843	744	2245	84	15632
1859	9308	1670	551	136	209	192	130	432	87	18	300	1169	714	1127	2401	172	21089
1860	9072	1561	475	144	223	230	100	526	61	17	329	832	797	1115	2520	142	21089
1861	6488	1273	302	59	101	72	64	223	23	2	172	601	760	880	1826	117	20931
1862	5599	927	244	45	99	43	75	211	45	24	165	412	661	830	1706	112	20760
1863	6274	707	304	42	97	80	67	282	26	6	202	547	652	864	2286	112	32890
1864	3361	552	140	11	47	38	28	134	7	.....	87	321	290	451	1198	57	33381
1865	3882	611	168	20	62	53	25	131	3	.....	110	328	534	553	1225	58	44601
1866	6856	1144	217	56	125	81	55	282	26	19	291	632	776	784	2260	148	65871
1867	5426	1003	125	20	78	65	15	189	7	.....	118	524	595	650	1971	66	64103
1868	6573	1106	214	39	86	51	42	195	26	.....	132	534	979	736	2211	52	65715
1869	6428	1148	268	51	96	91	36	198	18	19	162	499	1172	882	1237	60	61685
Total.....	237648	41328	15113	2783	6040	4708	2041	12996	1526	794	9433	2205	20432	27367	66611	641	442794
																	680442
																	616
																	679826
																	11735
																	69151

Deduct volumes returned for exchange, &amp;c.....

Volumes sent to Mechanics' Institutes and Sunday Schools, not included in the above.....

Grand Total, Library and Prize Books despatched up to the 31st December, 1869.....

TABLE N.—The Grammar and Common Schools of Ontario, 1869.

## SUMMARY OF MAPS, APPARATUS AND PRIZE BOOKS SUPPLIED TO COUNTIES, CITIES, TOWNS AND VILLAGES DURING THE YEAR.

COUNTIES.	LOCAL CONTRIBUTIONS.	LEISURELY APPROPRIATIVE.	TUTORIAL APPROPRIATE.	MAPS OF:				APPARATUS.	LESSONS.	PRIZE BOOKS.	
				WORLD.	EUROPE.	ASIA.	AMERICA.				
Glenary .....	\$ 917.90	\$ 183.40	\$ 65.00	1	1	1	1	3	2	1	515
Stormont .....	35.33	74.05	74.95	1	2	1	2	1	1	1	267
Dundas .....	39.48	39.48	73.95	1	1	1	1	1	1	1	49
Preston .....	26.50	26.50	63.00	1	1	1	1	1	1	1	139
Russell .....	29.09	29.09	40.00	1	2	1	1	1	1	1	113
Caledon .....	182.00	182.00	34.00	2	2	2	2	4	4	6	171
Grenville .....	75.63 <sup>1</sup>	75.63 <sup>1</sup>	150.11	2	3	1	3	1	1	1	335
Louds .....	131.45 <sup>1</sup>	131.45 <sup>1</sup>	212.29	1	1	1	1	1	1	1	741
Lanark .....	264.37 <sup>1</sup>	264.37 <sup>1</sup>	328.75	4	4	3	4	3	3	3	888
Renfrew .....	417.70 <sup>1</sup>	417.70 <sup>1</sup>	83.40	2	2	1	2	10	4	5	43
Frontenac .....	195.30	165.40	211.40	1	4	2	2	4	2	1	18
Addington .....	65.00	65.00	142.00	1	2	1	2	1	1	1	225
Lennox .....	41.00	41.00	82.60	3	5	3	4	1	2	1	13
Prince Edward .....	86.25	86.25	172.70	1	2	2	2	1	1	1	408
Hastings .....	127.25	127.25	254.50	2	5	6	5	4	5	2	144
Newumberland .....	188.60	188.60	376.10	7	6	5	7	8	2	1	317
Durham .....	225.41	225.41	470.32	2	3	3	2	2	2	7	183
Peterborough .....	112.38 <sup>2</sup>	112.38 <sup>2</sup>	225.17	5	5	2	2	5	2	1	240
Victoria .....	275.71	275.71	551.42	4	9	6	5	9	7	1	105
Ontario .....	327.99	327.99	1345.98	7	12	10	12	14	10	8	90
York .....	384.99 <sup>1</sup>	384.99 <sup>1</sup>	763.40	2	5	1	1	3	3	3	293
Peel .....	246.83	246.83	493.65	1	4	2	2	3	2	1	2160
Sinclair .....	524.54	524.54	141.08	6	9	8	5	7	7	1	34
Halton .....	205.71 <sup>2</sup>	205.71 <sup>2</sup>	501.43	2	4	3	2	5	2	1	33
Wentworth .....	248.80 <sup>2</sup>	248.80 <sup>2</sup>	507.61	2	4	1	1	1	1	1	39
Brait .....	57.50 <sup>2</sup>	57.50 <sup>2</sup>	115.00	1	1	1	1	1	1	4	77
Lincoln .....	123.86	123.86	247.72	1	2	2	2	1	1	1	345
Welland .....	105.76	105.76	211.52	1	7	5	5	2	4	6	3

Historical and  
parables, pieces in  
Sheets.Sets of Apparatus,  
Globes.Other pieces  
maps.Great Britain and  
Ireland.B. N. America and  
Canada.

Asia.

Europe.

Africa.

Australia and  
South Africa.Other pieces  
maps.

Lessons.

Books.

See information on this subject in the Appendix.

TABLE O.—The Superannuated or Worn-out Common School Teachers.

No.	NAME.	Age in 1869.	Years of Teaching in Ontario.	\$ cts.	Amount of Pension for 1869.*	Period for which the payments were made.	
						\$ cts.	Amount of cash paid pensioners from 1st January to 30th Dec.
6	Donald Currie .....	81	18	43 20	39 20		First half 1869, second half 1869.
11	Thomas J. Graffe .....	62	18	43 20	39 20	do	do
13	James Benton .....	73	25	60 00	56 00	do	do
15	James Breckenridge .....	65	32	76 80	72 80	do	do
19	Peter Stewart .....	86	22	52 80	48 80	do	do
21	John Price .....	77	24	57 60	53 60	do	do
36	Donald McDonald .....	83	13	31 20	35 60	Last half 1868, first half 1869.	
42	W. R. Thornhill .....	71	22	52 80	48 80	First half 1869, second half 1869.	
45	John Fletcher .....	60	18	43 20	39 20	do	do
46	John B. Emmons .....	73	27	54 00	50 00	do	do
47	John Nowlan .....	78	24	57 60	53 60	do	do
49	George Reynolds .....	74	28½	68 40	64 40	do	do
54	Alexander Miller .....	83	28½	68 40	64 40	do	do
55	John Donald .....	70	20½	49 20	45 20	do	do
56	Angus McDonell .....	74	33½	80 40	76 40	do	do
57	James Forde .....	67	18	43 20	39 20	do	do
60	Gideon Gibson .....	84	19	45 60	41 60	do	do
63	Donald McDougall .....	69	14	33 60	29 60	do	do
71	Thomas White .....	79	23½	57 01	53 01	do	do
72	Rev. Joshua Webster .....	75	22	52 80	48 80	do	do
73	Norman McLeod .....	77	16	38 40	34 40	do	do
75	M. Kineborough .....	89	31	74 40	70 40	do	do
78	William Foster .....	69	22	52 80	48 80	do	do
79	William Glasford .....	59	18½	44 40	40 40	do	do
82	John Vert .....	59	21½	51 60	47 60	do	do
83	William Benson .....	72	23	55 20	51 20	do	do
84	William Kearns .....	77	25	60 00	56 00	do	do
86	James Leys .....	77	17	40 80	36 80	do	do
87	John Healy .....	80	26	62 40	58 40	do	do
88	Hector McRae .....	73	20	48 00	44 00	do	do
92	Emily Cozens .....	64	27	64 80	60 80	do	do
93	William Dermott .....	71	13	31 20	27 20	do	do
96	Walter Hick .....	81	25	60 00	56 00	do	do
97	John Higginbotham .....	78	22	52 80	48 80	do	do
101	William Leonard .....	84	13	31 20	27 20	do	do
107	Daniel Wing .....	66	26	62 40	58 40	do	do
110	Martin Devereux .....	72	23	55 20	51 20	do	do
111	Michael O'Kane .....	77	20½	49 20	45 20	do	do
114	Alexander Jenkins .....	75	18	43 20	39 20	do	do
115	Isabella Kennedy .....	67	22	52 80	48 80	do	do
117	William Miller .....	83	10	24 00	20 00	do	do
118	Robert Beattie .....	74	20½	49 20	45 20	do	do
119	John L. Biggar .....	77	25	60 00	56 00	do	do
120	William Corry .....	79	17	40 80	36 80	do	do
121	Marianne Ederington .....	58	20	48 00	44 00	do	do
122	Peter Fitzpatrick .....	77	23	55 20	51 20	do	do
124	James Kehoe' .....	69	19	45 60	41 60	do	do
128	James McQueen .....	62	22½	54 00	50 00	do	do
129	John Miskelly .....	71	12½	30 00	26 00	do	do
132	Nicholas Fagan .....	75	13	31 20	27 20	do	do
135	Andrew Power .....	51	17	40 80	36 80	do	do
136	James Ramsay .....	64	17	40 80	36 80	do	do
137	Catharine Snider .....	60	18	43 20	39 20	do	do
139	John Tucker .....	76	21	50 40	46 40	do	do
140	John Brown .....	71	26	62 40	58 40	do	do
141	John Monaghan .....	65	15	36 00	32 00	do	do
142	Richard Youmans .....	65	20	48 00	44 00	do	do
144	William Ferguson .....	69	24	57 60	53 60	do	do

\* The pensions are subject to a deduction, before payment, of \$4 for annual subscription required by law.

TABLE O.—The Superannuated or Worn-out Common School Teachers.—*Cont'd.*

No.	NAME.	Age in 1869.	Years of Teaching in Ontario.	Amount of Pension for 1869.	Amount of cash paid pensioners from 1st Jan'y to 30th Dec.	Period for which the payments were made.
145	Thomas Flanagan .....	72	20	\$ 48 00	\$ 44 00	First half 1869, second half 1869.
146	Patrick Jones .....	80	36	86 40	82 40	do do
148	Edward Ryan .....	78	25	60 00	56 00	do do
149	Daniel Sheehan .....	85	20	48 00	44 00	do do
155	Alexander Middleton .....	79	20	48 60	44 60	do do
159	Archibald McCormick .....	72	16	42 40	45 20	do do
161	Thomas Baldwin .....	71	13	31 20	27 20	Last half 1868, first half 1869, last half 1869.
162	James Bodfish .....	66	20	48 60	44 00	First half 1869, second half 1869.
163	Anne Jackson .....	78	21	50 40	46 40	do do
165	E. Redmond .....	69	32 $\frac{1}{2}$	*	43 50	do
166	William Hildyard .....	63	19	45 60	41 60	do do
168	John McKenna .....	60	18 $\frac{1}{2}$	44 40	40 40	do do
169	Mary Richards .....	74	33	79 20	75 20	do do
170	W. B. P. Williams .....	65	9	21 60	17 60	do do
171	Julius Ansley .....	69	18	43 20	39 20	do do
172	Thomas Baker .....	74	19	45 60	41 60	do do
173	Thomas Buchanan .....	64	20	48 00	44 00	do do
174	Matthew M. Hutchins .....	62	22	52 80	48 80	do do
178	Helen McLaren .....	60	21	50 40	46 40	do do
179	Ralph McCallum .....	60	23	55 20	51 20	do do
180	Edward Potts .....	74	23	25 00	21 00	do do
182	Daniel D. Barrett .....	65	19	45 60	41 60	do do
183	William Clarke .....	73	12	28 80	24 80	do do
184	John Dodds .....	64	21	50 40	46 40	do do
186	P. G. Muirhead .....	69	29	69 60	65 60	do do
188	Thomas Sanders .....	77	30	72 00	68 00	do do
190	George Weston .....	71	22 $\frac{1}{2}$	54 00	50 00	do do
193	Robert Hamilton .....	76	16	38 40	34 40	do do
194	John McDonnell .....	69	14	33 60	29 60	do do
195	John McGarvey .....	80	20	48 00	44 00	do do
196	Joseph D. Thomson .....	60	14	33 60	29 60	do do
198	Henry Bartley .....	62	23	55 20	51 20	do do
199	John Cameron .....	65	15	36 60	32 60	do do
200	Melinda Clarke .....	59	15 $\frac{1}{2}$	37 20	33 20	do do
201	James Brown .....	64	27 $\frac{1}{2}$	66 00	62 00	do do
202	Daniel Callaghan .....	72	30	72 00	68 00	do do
204	John McNamara .....	80	13	31 20	27 20	do do
206	James Robinson .....	54	18	43 20	39 20	do do
207	Jane Tyndall .....	65	21	50 40	46 40	do do
208	William Bell .....	68	11	26 40	22 40	do do
209	William Brown .....	51	13	31 20	27 20	do do
210	James Armstrong .....	56	25	60 00	56 00	do do
211	Caroline F. Mozier .....	60	27	64 80	60 80	do do
212	Eliza Barber .....	51	18 $\frac{1}{2}$	44 40	40 40	do do
214	James McFarlane .....	63	27	64 80	60 80	do do
215	James Mackay .....	59	29	.....	5 62	do
216	J. C. VanEvery .....	66	20	48 00	44 00	do do
217	Benjamin Woods .....	69	29	69 60	65 60	do do
218	John Younghusband .....	74	33 $\frac{1}{2}$	80 40	76 40	do do
219	Wm. Irvine .....	71	36	86 40	82 40	do do
220	Angus McGillis .....	57	23	55 20	51 20	do do
221	Richard Campbell .....	69	31	74 40	70 40	do do
222	James Mahon .....	59	20	48 00	44 00	do do
224	Duncan Calder .....	71	25	60 00	56 00	do do
227	Thomas Morrison .....	65	28	30 00	26 00	do
228	John Douglass .....	74	22	52 80	48 80	do do
229	Daniel McGill .....	64	28	67 20	63 20	do do
230	John Lenaten .....	74	12	28 80	24 80	do do
231	Anna McKay .....	66	18	43 20	39 20	do do
232	Sidney Russell .....	66	15	36 00	32 00	do do

\* Pension suspended during first year—pensioner teaching.

TABLE O.—The Superannuated or Worn-out Common School Teachers.—*Cont'd.*

No.	NAME.	Age in 1869.	Years of Teaching in Ontario.	Amount of Pension for 1869.	Period for which the payments were made.	
					\$ cts.	\$ cts.
233	Patrick Shirreff .....	69	26	62 40	58 40	First half 1869, second half 1869.
234	Robert Jordan.....	74	28	67 20	63 20	do
235	David Kee .....	54	17	40 80	36 80	do
237	Thomas Dorothey .....	58	34	81 60	77 60	do
238	Thomas Whitfield .....	60	32 $\frac{1}{2}$	78 00	74 00	do
239	William Beaton .....	72	16	38 40	34 40	do
240	John Robinson.....	67	17	40 80	36 80	do
242	James Briggs .....	58	37	88 80	84 80	do
243	James Denman .....	67	37 $\frac{1}{2}$	90 00	86 00	do
244	Adam Gillespie .....	71	24	57 60	53 60	do
245	John Graydon*	65	30	72 00	186 00	For 1868. First half 1869, second half 1869.
246	Charles Judge .....	59	17	40 80	36 80	do
247	John Ross*	59	22	52 80	86 80	do

NOTE.—In the above table, where the number is omitted, the pensioner is either dead, has resumed teaching, or has withdrawn.

\* Pensioners receive, for the first year in which they are placed on the list, an amount at the rate of \$6 per year of service. After the first year they receive a smaller amount, as the fund does not admit of continuing the high rate.

TABLE O.—GENERAL ABSTRACT.

COUNTIES FROM WHICH THE FOREGOING SUPERANNUATED TEACHERS APPLIED.

RELIGIOUS DENOMINATIONS.

NATIVES OF

Glengarry .....	16	Simcoe .....	11	Church of England .....	83	Ireland .....	83
Stormont .....	10	Halton .....	3	Presbyterian .....	65	Scotland .....	69
Dundas .....	7	Wentworth .....	8	Church of Rome .....	38	England .....	28
Prescott .....	6	Brant .....	3	Methodist .....	34	Ontario .....	17
Carleton .....	12	Lincoln .....	8	Baptist .....	7	United States .....	11
Grenville .....	10	Welland .....	4	Congregationalist .....	3	Quebec .....	2
Leeds .....	14	Haldimand .....	1	“Protestant” .....	2	Wales .....	1
Lanark .....	20	Norfolk .....	4	Universalist .....	2	Nova Scotia .....	2
Renfrew .....	2	Oxford .....	3	Society of Friends .....	1	New Brunswick .....	1
Frontenac .....	7	Wellington .....	7	Christian Disciple .....	1	Total .....	247
Addington .....	4	Grey .....	2	Second Advent .....	1		
Prince Edward .....	6	Perth .....	2	Not given .....	10		
Hastings .....	7	Huron .....	4				
Northumberland .....	8	Bruce .....	1				
Durham .....	3	Middlesex .....	5				
Peterborough .....	8	Elgin .....	4				
Victoria .....	5	Kent .....	4				
Ontario .....	5	Essex .....	3				
York .....	11	Lambton .....	1				
Peel .....	8						
Total .....							
							247

Of the 247 Teachers admitted to the Fund, 116 either died during or before 1869, were not heard from, resumed teaching, or withdrew from the Fund.

Of the remaining 131, the average length of service as Common School Teachers in Ontario was 21 years.

The average age of each pensioner in 1869 was 68 years.

Of the 247 Teachers admitted to the Fund, there have been 235 males and 12 females.

TABLE P.—Educational Summary for Ontario.

COMMON SCHOOLS.		GRAMMAR SCHOOLS.		OTHER INSTITUTIONS.		GRAND TOTAL.		Balance Unexpended.		Total amount available for Education purposes during 1869.	
MUNICIPALITIES.		Number of Common Schools.		Number of Grammar Schools.		Amount expended for Common School pupils.		Amount received by other Institutions during 1869.		Total amount expended for Grammar School pupils.	
Glencairn .....	76	5207	1	49	7.0 25	\$ 112	1530 00	81	3458	15479 69	1771 54
Stonmont .....	71	5251	1	33	894 90	147	1998 16	74	5441	16132 95	2153 71
Lundas .....	78	5501	2	147	23051 29	250	5548	80	5648	18286 65	18286 65
Prescott .....	75	3092	2	10249 63	10249 63	1085	1334 85	77	3200	1825 45	27100 67
Russell .....	28	1642	1	34	630 00	165 00	165 00	29	1696	11639 48	14095 47
Carleton .....	125	8202	2	46	775 40	4	435 00	131	8333	2428 67	2201 94
Greville .....	88	6292	1	118	16223 50	23	65 50	92	6433	17868 70	20237 19
Leeds .....	140	3918	3	167	21639 45	2	35 00	165	10120	38767 52	5063 56
Lanark .....	125	8765	4	243	33213 85	2	6 00	284 00	9014	37582 79	43771 07
Frontenac .....	103	6237	3	76	26839 58	3	32 00	131	9014	3239 65	41411 80
Addington .....	129	7673	2	13	257 01	3	24 00	120 00	108	2220 12	25419 77
Lenox .....	71	4788	1	104	1458 02	1	25 00	119 00	152	24129 13	4444 49
Prince Edward .....	42	2758	1	89	1484 42	5	80 00	195 60	73	4967 38	2212 19
Hastings .....	83	5054	2	24652 84	1202 24	3	75 00	259 40	48	2937 16	10611 89
Northumberland .....	148	12716	3	194	3176 60	7	320 00	190 00	158	26674 48	1518 09
Durham .....	121	11234	3	296	4642 26	13	460 00	216 00	137	11230 53	6028 53
Peterborough .....	89	101 10387	3	227	45 46 53	7	90 00	3360 00	111	10654 61	4104 76
Victoria .....	105	8435	2	228	3346 57	5	80 00	136 60	96 80	48553 07	3134 15
Ontario .....	116	13334	3	156	2876 10	2	30 00	120 30	110	8621 51	2803 02
York .....	149	16790	4	213	5927 95	6	130 00	68 20	127	13885 54	5728 59
Peel .....	79	24985 69	2	114	4190 25	15	216 00	216 00	168	70767 43	9586 10
Simcoe .....	169	16514	3	114	1173 22	4	28 00	154 80	85 00	31827 59	86361 53
Halton .....	60	6323	2	114	2794 83	5	83 00	252 00	186 63	60850 23	3436 20
Brant .....	67	8357	1	10	23798 11	2	30 00	136 60	67 00	28668 67	1261 01
Lincoln .....	79	36342	3	4213	4915 19	5	94 00	1919 00	86 00	38575 61	2545 64
Welland .....	92	6337	5	294	5292 39	6	72 00	220 00	78 00	42988 09	41161 25
Haldimand .....	81	7432	3	164	4663 19	3	169 00	90 00	99 00	36171 16	49379 41
					27368 27	2	142 50	142 50	86 00	33239 59	3885 67

Total amount available for Education purposes during 1869.

Norfolk.....	2	142	2568 90	5	114	141 00	110 40	113	9364	4274 91	42849 57
Oxford.....	105	9108	27574 36	3	2	78	1951 46	14	243	5490 00	75 20
Waterloo.....	118	13577	53650 95	2	259	4635 65	5	194	293 00	102	13335
Wellington.....	95	12882	50915 97	2	216	3770 29	22	415	1950 00	130 40	55844 62
Grey.....	157	18367	62013 25	4	156	700 60	9	115	695 00	110 00	183
Perth.....	138	18942	63073 22	1	56	2529 28	5	90	1137 00	56 80	118 14495
Huron.....	111	14232	46722 05	2	173	2289 11	13	152	405 00	180 00	178 19635
Bruce.....	163	19339	63696 49	2	114	678 50	2	115	128 00	145 50	128 13805
Middlesex.....	125	13633	38721 29	1	57	1346 50	9	220	1900 00	96 00	203 19424
Elgin.....	192	19667	67608 04	2	137	1554 87	1	20	140 90	87 60	103 9805
Kent.....	100	9396	37165 66	2	89	1448 01	6	120	160 00	28 30	112 41750 63
Lambton.....	114	10037	44597 03	1	19	1043 27	9	189	470 00	37 00	124 46147 30
Essex.....	89	7971	29696 51	1	66	910 00	9	260	4650 00	50 00	99 35306 51
District of Algoma.....	.....	.....	590 00	.....	.....	.....	.....	.....	.....	.....	590 00
Parry Sound.....	.....	.....	124 00	.....	.....	.....	.....	.....	124 00	.....	124 00
<hr/>											
CITIES.											
Toronto.....	21	9197	41932 28	1	119	3378 27	26	1600	110000 00	48	10916 155310 55
Hamilton.....	13	5244	30145 87	1	200	3762 53	9	450	18000 00	23	5894 51908 40
Kingston.....	9	3101	11475 53	1	111	4666 16	10	540	28800 00	20	3752 43713 69
London.....	9	3201	12831 77	1	76	1550 00	2	245	31500 00	12	45881 77508 31
Ottawa.....	11	4197	28822 17	1	98	3494 66	17	560	19000 00	29	51316 83 9325 01
Normal and Model Schools.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Grammar School Inspection.....	.....	.....	.....	.....	.....	.....	3	800	18327 83	3	18327 83
Provincial Penitentiary, &c.....	.....	.....	.....	.....	.....	.....	.....	.....	2600 00	421 65	2600 00
Grand Total, 1869.....	4521	43230	1621896 76	101	6608	116502 85	298	9122	293315 00	4923	448160 2059783 82
Do.....	4480	419899	1588434 93	101	5649	119646 90	301	9385	294150 50	4882	434933 2027198 89
Increase.....	44	12531	36461 83	.....	959	3144 06	3	263	835 50	102 65	13227 32584 93
Decrease.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1679 48
									.....	.....	34264 41

TABLE Q.—A General Statistical Abstract, exhibiting the comparative State and Progress of Education in Ontario, as connected with Universities, Colleges, Academics, Private, Grammar, Common, Normal and Model Schools, from the year 1842 to 1869, inclusive, compiled from Returns in the Educational Department.

SUBJECTS COMPARED.		1842	1843	1844	1845	1846	1847	1848
1...	Population of Ontario .....	480355	141143	188539	622570	204580	230975	72879
2...	Population between the ages of five and sixteen years.....	5	5	5	5	5	6	6
3...	Colleges in operation.....	25	25	31	32	32	33	33
4...	County Grammar Schools.....	44	60	65	80	96	117	117
5...	Academies and Private Schools reported.....	.....	.....	.....	.....	.....	.....	.....
6...	Normal and Model Schools for Ontario .....	.....	2610	2736	2589	2727	2800	2800
7...	Total Common Schools in operation as reported .....	1721	.....	.....	.....	.....	.....	.....
8...	Total Roman Catholic Separate Schools .....	.....	No Reports					
9...	Free Schools reported in operation (included in No. 7, above).....	1795	2700	2837	2706	2863	2958	2958
10...	Grand Total Educational establishments in operation in Ontario.....	.....	No Reports	No Reports	No Reports	700	740	740
11...	Total Students attending Colleges and Universities.....	.....	“	“	“	1000	1115	1115
12...	Total Pupils attending County Grammar Schools .....	.....	“	“	“	1831	2345	2345
13...	Total Pupils attending Academies and Private Schools .....	.....	“	“	“	.....	.....	.....
14...	Total Students and Pupils attending Normal and Model Schools for Ontario .....	.....	96756	110002	101912	124829	136739	136739
15...	Total Pupils attending the Common Schools of Ontario .....	65978	.....	.....	.....	.....	.....	.....
16...	Total Pupils attending the Roman Catholic Separate Schools.....	.....	.....	.....	.....	.....	.....	.....
17...	Grand Total, Students and Pupils attending Universities, Colleges, Academies, Grammar, Private, Normal, Model and Common Schools .....	65978	96756	110002	101912	128300	135195	135195
18...	Total amount paid for the Salaries of Common and Separate School Teachers in Ontario*.....	\$166000	\$206856	\$286056	\$271624	\$310396	\$344276	\$344276
19...	Total amount paid for the erection or repairs of Common and Separate School Houses, and for Libraries and Apparatus, Books, Fuel, Stationery, &c*.....	.....	.....	.....	.....	.....	.....	.....
20...	Grand Total paid for Common and Separate School Teachers Salaries, the erection and repairs of School Houses, and for Libraries and Apparatus*.....	.....	“	“	“	“	“	“
21...	Total amount paid for Grammar School Masters' Salaries*.....	.....	“	“	“	“	“	“
22...	Total amount received by other Educational Institutions, &c.....	.....	“	“	“	“	“	“
23...	Amount received by other Educational Institutions, &c.....	.....	“	“	“	“	“	“
24...	Grand Total paid for Educational purposes in Ontario*.....	.....	.....	2860	2925	3028	3177	3177
25...	Total Common School Teachers in Ontario.....	.....	.....	.....	.....	2365	2507	2507
26...	Total Male do do do .....	.....	.....	.....	.....	663	670	670
27...	Total Female do do do .....	.....	.....	.....	.....	81	81	9
28...	Average number of months each Common School has been kept open by a qualified Teacher, including legal holidays.....	7½	8	8	8	8	8	9

No Reports for this year were received in consequence of a change in the School Law.

TABLE Q.—Continued.

\* Balances due, but not collected, were included until 1858 but from that date Nos. 18, 19, 20, 21, 22 and 24 represent actual payments only. If we add to the Grand Total [24] the unexpended balances, we should have an available sum of \$2,273,903 for Educational purposes during 1869, and for 1868, \$2,239,639, the increase in 1869 being \$34,264.

TABLE Q.—Concluded.

<sup>o</sup> A	1859	1860	1861	1862	1863	1864	1865	1866	1867	1868	1869
1.	1396091 384080	403502 373589	412367 13	424565 16	420757 16	431812 16	447726 16	464315 16	470400 16		
2.	362085 13	403502 13	412367 13	424565 16	420757 16	431812 16	447726 16	464315 16	470400 16		
3.	81 321	88 305	86 337	91 342	95 340	95 340	104 257	104 260	102 298	101 312	101 282
4.	4 6	4 3848	4 3854	4 3910	3 3995	3 4013	3 4077	3 4151	3 4222	3 4261	279 3
5.	4 7	4 3848	4 3854	4 3910	4 3995	4 4013	4 4077	4 4151	4 4222	4 4261	3 3
6.	105 2315	115 2902	109 2993	109 3111	120 3228	147 3495	152 3741	162 3888	162 3888	162 3888	165 4131
7.	4572 10...	4579 10...	4554 4554	4587 4587	4595 4595	4686 4686	4800 4800	4855 4855	4882 4882	4923 4923	
8.	1373 11...	1373 11...	1373 1373	1373 1373	1820 1820	1820 1820	1820 1820	1930 1930	1930 1930	1930 1930	
9.	4546 12...	4765 12...	4765 4765	4982 4982	5352 5352	5589 5589	5754 5754	5754 5754	5754 5754	5754 5754	
10.	6408 13...	7361 6182	6408 6408	6784 6784	6653 6653	5718 5718	5965 5965	6462 6462	6743 6743	6655 6655	
11.	718 14...	718 285595	700 301104	700 316387	700 329033	700 34949	700 35433	800 365552	800 372220	800 399305	
12.	14708 16...	14708 12954	14700 13631	14700 13631	17365 15559	18101 18101	18924 18924	18924 18924	18924 18924	18924 18924	
13.	314246 17...	328839 351572	341117 \$895391	351572 \$895391	375333 \$987556	385522 \$996956	397992 \$1041052	405266 \$1063880	416812 \$1093516	434933 \$1146543	
14.	\$250721 18...	\$1110446 \$111054	\$264183 \$640915	\$273305 \$73211	\$272217 \$73211	\$266892 \$76121	\$288362 \$87053	\$320533 \$373672	\$341891 \$341891	\$441891 \$441891	\$1175166 \$1447930
15.	\$1110446 21...	\$1110446 \$616054	\$1110446 \$616054	\$1110446 \$71034	\$1231093 \$73211	\$1231093 \$73211	\$1254447 \$76121	\$1285318 \$815879	\$1387233 \$1387233	\$1471188 \$1471188	\$1624896 \$1624896
16.	\$7330 22...	\$7330 \$210042	\$6037 \$218632	\$4234 \$222534	\$4370 \$162361	\$61139 \$269668	\$73021 \$278768	\$73021 \$278768	\$87053 \$87053	\$95848 \$95848	\$97009 \$97009
17.	\$1389382 23...	\$1448448 \$1476107	\$1448448 \$1476107	\$15353240 \$16236106	\$16236106 \$16236106	\$1636387 \$1636387	\$17174514 \$17174514	\$17174514 \$17174514	\$328065 \$328065	\$332825 \$332825	\$330500 \$330500
18.	4235 24...	4281	4336	4406	4504	4625	4721	4789	4890	4996	5054
19.	3115 25...	3100	3094	3115	3094	3011	2930	2925	2849	2777	2775
20.	1181 26...	1305	1291	1410	1614	1791	1864	1864	2041	2219	2279
21.	1120 27...	10 1/2	10 7/8	10 7/8	11 1/8	11 1/8	11 1/8	11 1/8	11 1/8	11 1/8	11 1/8
22.	10 1/2 28...	10 3/4									

Note.—The Returns in the foregoing Table, up to the year 1847, are not very complete, but since that period they have been sufficiently so to establish data by which to compare our yearly progress in Educational matters. The Returns are now pretty extensive, and embrace all Institutions of Learning from the Common School up to the University; but hitherto the sources of information regarding this latter class of Institutions have been rather private than official, which should not be the case. The Annual Report of a Department of Public Instruction should present, in one comprehensive tabular view, the actual state and progress of all our Educational Institutions Primary, Intermediate and Superior.

Note.—Table R., being the accounts of the Department, is not published here for this year, as the receipts and expenditure are detailed in the Public Accounts of the Province.

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PART III.

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APPENDICES.

1869.

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## APPENDICES TO THE ANNUAL REPORT

OF THE

# Normal, Model, Grammar and Common Schools IN ONTARIO, FOR THE YEAR 1869.

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### APPENDIX A.

REPORT AND SUGGESTIONS WITH RESPECT TO THE COUNTY GRAMMAR SCHOOLS OF  
ONTARIO, FOR THE YEAR 1869, BY THE REV. J. G. D. MACKENZIE, M.A., IN-  
SPECTOR.

Having sent in my special semi-annual Reports of the several Grammar Schools visited by me during the year 1869, I have the honour to submit the usual Summary Statement, with the addition of such remarks and suggestions as I feel it my duty to lay before you, in connection with certain points in the peculiarly interesting position of educational matters in this Province.

#### A.—CONDITION OF THE GRAMMAR SCHOOLS.

I trust that the day is not far distant when it will be in our power to define with considerable accuracy and precision, the comparative status of each Grammar or High School in the Province; as things are at present, I can only state, in a general way, that, whilst a certain proportion of the Grammar Schools continue to do, with various success, advanced work in the Classics and Mathematics, some of them with marked efficiency; some 25 at the close of the year, were in a condition which we must pronounce positively unsatisfactory; some of them depressed by difficulties likely to be temporary only, and having encouraging prospects of improvement; others having no prospect at all, visible to myself, of improvement, beyond what the enactment of the new law may bring to them to cheer them—and this is the solitary gleam of light left to cheer them—in their present languishing state of existence. As to the rest, that is the great majority of the Schools—they are found, of course, at different stages between these extremes, of real association with the University and absolute asthenia. Whilst we must not refuse to give them credit for so much of useful work as they are doing for the country, we cherish the hope that the condition of all will be improved under the sounder system which is likely to be established. During the year the Grammar School in Alexandria has been

closed, and Dunnville has been added to the list. In regard to discipline, I have nothing special to report.

I am sorry that I am still under the necessity of reporting that the weak point of our Grammar Schools is the culture of the mother-tongue. I have kept up each half year the test which I applied at the beginning, that is, an exercise in Dictation—the same at every school—containing a few of the more difficult words of the language, and involving besides instances of ungrammatical construction. Five short sentences have been used each half-year, containing in all five errors in Grammar.

During the year, 1331 have been tried in this way, with the following results :—

**IN ORTHOGRAPHY** :—562, or about 42.22 per cent., were faultless.

230,	"	17.28	"	had 1 mistake.
174,	"	13.	"	had 2 mistakes.
125,	"	9.5	"	had 3 mistakes.
108,	"	8.	"	had 4 mistakes.
132,	"	10.	"	had 5 mistakes.

If this be compared with last year's performance, it will be seen that it is not quite so satisfactory.

478, or about 45 per cent., were faultless.

210,	"	20	"	had 1 mistake.
154,	"	15	"	had 2 mistakes.
80,	"	8	"	had 3 mistakes.
53,	"	5	"	had 4 mistakes.
34,	"	8	"	had 5 mistakes.

**IN SYNTAX**, this year, the result has been as follows :—

150, or about 11 per cent., were faultless.

287,	"	22	"	corrected 4 of the 5 errors.
347,	"	26	"	corrected 3 of the 5 errors.
265,	"	20	"	corrected 2 of the 5 errors.
181,	"	13	"	corrected 1 of the 5 errors.
101,	"	8	"	corrected none.

Let this be compared with the record of last year, and it will be seen that on the whole, ground has been gained in this department.

98, or about 9.5 per cent., were faultless.

213,	"	20	"	corrected 4 of the 5 errors.
263,	"	25	"	corrected 3 of the 5 errors.
220,	"	20	"	corrected 2 of the 5 errors.
162,	"	16	"	corrected 1 of the 5 errors.
64,	"	6	"	corrected none.

#### B.—MINUTE OF COUNCIL RELATIVE TO THE ADMISSION OF GIRLS.

A brief notice may be bestowed on the effect produced by the Minute of the Council of Public Instruction, sanctioning the admission of girls on the same footing as boys, in concession to public opinion. Whilst the adoption of such a regulation could not be avoided, we cannot but deplore the influence it has exerted on the education of our girls. The Chief Superintendent wisely advised at the time, as the passing of a new law was apparently so near at hand, that no change in the course of instruction should be made, but the inducement to augment the financial resources of the schools was too strong, and so the privilege was eagerly seized upon, whilst the advice was generally disregarded. The "new-born rage for Latin" burst forth with redoubled vehemence, and large numbers of girls were promptly herded into Arnold or the Introductory Book. The phrase "qualifying Latin" is well understood at present in the schools, and, I need hardly say, is not taken to mean qualifying for higher stages of classical study, for advanced intellec-

tual culture, or for the active duties of life. During the past year girls have risen in the educational market. Of the entrance pupils of 1869 three-sevenths have been girls ; during the latter half of 1868 only three-fourteenths were girls. During the latter half of the past year there have been 1,472 names of "girls on the roll;" of these 850 were reported to me as being in Latin. Of these 850, 2 were in Cicero; 5 in Horace; 1 in Livy; 27 in Virgil; 41 in Caesar, and 38 in Harkness' Latin Reader; the remaining 733 being in Arnold or the Introductory Book. I have had good work in Cicero from girls; in Horace, I have a distinct recollection of one girl, in particular, who gave me the second ode of the first book with an accuracy and spirit which left nothing to be desired; in fact, there is no doubt that girls can learn Latin and learn it to good purpose too; but this merciless and sweeping conscription, if I may so term it, what is it but mischievous and cruel? Let us very charitably assume all of the 117 female Latinists up to the Reader inclusive to be engaged in real work, what shall we say of the 733 in Arnold or the Introductory Book? How many of these shall we set down to "qualifying" Latin? How much of sound, substantial, practical English has been sacrificed to this "qualifying" Latin? And how much longer are we to endure a system which specially rewards some of our poorest schools with the increased grant of money, in proportion to the relentless energy with which unhappy girl-conscripts are pressed into the Introductory Book, incapable, the while, of speaking and writing their own language correctly. The remedy, it is to be hoped, will not be deferred much longer; meanwhile the inspector and masters must do what they can to recommend the non-classical course with its appropriate entrance examination.

#### C.—SOME OF THE COMMON SCHOOLS VISITED.

As I was told that the privilege of visiting any of the common schools, at my discretion, was included in my commission, I have been able to do something in this way, though not to any very great extent, as my first duty was, of course, to make myself as thoroughly acquainted as possible with the state of the Grammar Schools, and it was some time before I felt myself at liberty to attempt anything else. I shall proceed to report, somewhat in detail, the results of the principal visits I have managed to make without trespassing on my special work, and this with reference more particularly to the standard of admission into our future high schools, a point of great importance. Nearly all of these visits have been made during the present year (1870), but I will ask your permission to make my report of them now, inasmuch as they bear especially upon the question of qualification for the high schools, and that qualification will be settled before the appearance of my next Report.

I was in Brockville on the 5th November last. At that time the Grammar School was in a very low state, apparently on the verge of extinction, there being only 11 names on the roll. Since then, the amalgamation of the two schools has given to the expiring Grammar School a new lease of life with improved prospects. A similar arrangement has been adopted in Sarnia, and, so far, has worked well. As little could be done with the mere phantom of the Grammar School, I deemed the opportunity favourable for the inspection of the advanced work of a strong and well-conducted Common School, and devoted, accordingly, the greater part of my time to the examination of the senior pupils of the Common School, which is under the supervision of Mr. Bigg, who has had long experience in teaching, and has met with more than ordinary success. The subjects in which the pupils were tried were,—Dictation, English Grammar, Reading, and Algebra. The algebra was exceedingly good, Mr. Bigg teaching it with remarkable skill. The pupils read with unusual intelligence, and were very ready in analysis. I tried them in the exercise which I have been in the habit of giving to the Grammar Schools in English dictation and the correction of false syntax. Here, for the most part, they failed. With few exceptions the spelling was bad, and the class very generally failed in detecting the violations of the rules of syntax. Here, then, was the weak point in a school otherwise strong. I have much pleasure in adding that a subsequent visit and trial shewed that diligent efforts had been made to strengthen this weak point, and that with encouraging results.

On the 3rd March last I visited the Kingston Central School which, in common with

the other Common Schools of the city, enjoys the active and judicious supervision of the city superintendent, Samuel Woods, Esq. After some really good reading and some pretty active questioning in English grammar conducted by the master, Mr. Tandy, I begged him to allow me to place before his best pupils the exercise in dictation and correction of ungrammatical constructions already mentioned. He replied that he regarded the test as a perfectly fair one, and expressed his belief that, of the dozen selected, a respectable proportion would meet it successfully. The result proved that his confidence in the class was not misplaced. The grading system is adopted in Kingston, and the schools are not united.

On the 10th March I was in Prescott, where the schools are united, and having completed as much of the G. S. work as I deemed indispensable, went over to the C. S. department. The class brought up was a very large one, and most of the pupils were quite young. The master told me at once that none of them would be found equal to my usual spelling and grammar test. I had to content myself, therefore, with lower work. The pupils, for the most part, were not apt in spelling orally the more difficult words of the lesson they had previously read, and where, in poetry, the construction was in the least degree involved, or where the words were somewhat unfamiliar, I found that a large number—sometimes, indeed, the whole class—had but little comprehension of what they were reading. Mr. Wilson is a faithful teacher, thoroughly conscientious and earnest, and will no doubt, in time, raise the class, notwithstanding its size, to a higher mark; and, so far as he is concerned, censure is the last thing in my mind; but I must raise my voice against a system which, under the protection of a low standard of admission, furnishes so strong an inducement to take the pupils of such a class out of their master's hands before the time, for the purpose of pushing them up as raw recruits into the superior school,—a process on which, in your Report for 1867, you reflect with just severity.

At Brighton, on the 7th of April, I found the senior pupils sufficiently expert in detecting ungrammatical constructions and accurate enough in spelling to justify the belief that they might soon be advanced to what I consider ought to be the standard of admission into our High Schools. Under such a method as I have been in the habit of recommending, I feel quite sure that in a few months they would reach that mark. Schools not united.

At Stratford, on the 6th of May, I looked in at the C. S. department, the schools here being united. The gentleman at the head of the C. S. department is one of our most efficient labourers in the educational field, but the system which deprives him prematurely of his best pupils precludes him from showing to advantage the fruits of his labours. Not many of his pupils, when I made my visit, had reached that acquaintance with the mother tongue, which, in my estimation, ought to be required for promotion into the High School. Four boys and twenty girls were subjected to my customary test in Dictation—involved trial in grammar, and of these 24, six of the girls, I conceive, were fit for promotion into a High School. Not one of the boys came up to the mark.

At St. Thomas, where also the schools are united, I made my visit on the 25th of April. Six boys and eight girls were put to the test, and in every case failed. In about half a dozen instances, the syntax, though not faultless, was respectable, but the spelling was in every case poor. The exercise was new to the class. The grievous deficiencies of some and the weakness of all in the orthography of their own language, were, therefore, not surprising, though demonstrating painfully, when taken in conjunction with similar shortcomings elsewhere, that some simple and vital points in education are being overlooked in too many of our public schools.

I shall close the record of my experience under this head, with my visit to the Galt Common School—which is not united to the Grammar School. The visit was made on the 11th of May. The school at that time was under Mr. Cameron's charge, who had previously gained a good report in Goderich. Amongst the best of our Common Schools that I have been able to visit, I have met with none which has given me greater satisfaction than this of Galt. The whole administration of the school evinces a rare combination of skill, judgment, and authority well maintained, whilst the classes, as to proficiency, must be in excellent condition, if the juniors of the school exhibit the same thoroughness of training and attractive style of work which I had the satisfaction of observing in the

seniors. Better specimens of reading I have never met with in any of our Public Schools than were furnished by a large class in the Fifth Book; the girls, in particular, excelling in expression, emphasis, and distinct articulation. My test in English Grammar and Dictation presented no serious difficulty to any in this class, whilst the performance of not a few was faultless. Whilst the Province at large appreciates the value of the good work which the Galt Grammar School has been doing for years in higher education, I am pleased that I have it in my power to make this honourable mention of its Common School, which is thus meritoriously doing its work and winning its laurels in its useful, though less conspicuous sphere; and I am encouraged to believe that the results which this school, under good management, has been made to achieve, may be realized in time by some of our other schools which are behindhand, if the incentive of a higher qualification than we have at present for the superior school be set before them.

#### D.—STANDARD OF ADMISSION.

In my last Report I gave it as my opinion that the standard of admission into the High School ought not to be, in English, so low as it is now for entrance into the Grammar School in the case of those who are to take the classical course. Extended acquaintance with our public schools has strengthened my convictions on this head; for, in spite of my persistent efforts in the direction of increased culture of the mother-tongue, I have but little improvement on the whole to record. My view of the matter is simply this, that the natural development of the Common School is checked by not having a point in English acquirement sufficiently advanced to aim at, and that tuition in the English language is often characterized by comparative want of life and good system, whilst an unreasonable amount of time and effort is expended not only on Arithmetic, but even on Algebra and Geometry, which make a show and are admired much on the principle of "*omne ignotum pro magnifico.*" It is to be feared, on the other hand, that the high school will not generally accomplish what we hope to get from it in Science and the higher branches of English literature, when the starting point is so low. It will be objected by those who are apt to identify the extension of superior education with the rapid multiplication of High Schools, that to raise the standard of admission would unduly restrict the number of High Schools; but I answer that the country would gain nothing more in time to come from feeble and superfluous High Schools, than it does from its feeble and superfluous Grammar Schools now; that the High School is not a benefit till the high school is required; and that we are doing a positive wrong to the Common School when we establish a High School, merely because its numbers will be smaller and the school more select, or for any other reason apart from the natural development of the educational system. Mr. Young has well said in his Report for 1866, "I have such a sense of the importance of maintaining a high standard of education in the Common Schools, that rather than see them degraded—rather than see the goal, beyond which their most advanced pupils are not to pass, fixed at the point where an easy English sentence can be parsed—I would be willing that all the Grammar Schools in the country should perish." That is strongly, but not too strongly expressed; for it is idle to expect the vigorous High School to spring from the dwarfed Common School. The mere multiplication of High Schools is not necessarily the extension of superior education. We must see to it that each member of the system is in a healthy condition and performing its proper functions. We must take care that the education which precedes that of the high school is not cut short by an untimely stroke. I should be satisfied on the whole with the standard prescribed for the "non-classical course," except that I should be willing to accept a somewhat lower proficiency in Arithmetic, if that were necessary in order to reach a higher point in English Grammar; and in regard to this latter subject I would have the standard stated in such terms as should imply ability, not merely to analyze and parse any ordinary sentence, but to apply the more simple rules of grammatical construction so as to correct any violations of those rules. What we want is, in plain terms, this, that candidates for admission into the High School should be reasonably capable of speaking and writing their own language without contradicting some of the simplest principles of grammar. I do not mean, of course, that they should be expert in composition, but that they should be able to satisfy the examiner

that they are capable of distinguishing what is not grammar from what is grammar. In point of fact I feel satisfied that I am not aiming at any degree of knowledge of English Grammar higher than has been contemplated by the Council of Public Instruction in prescribing the standard for non-classical pupils, but much depends upon the method taken to ascertain and to ensure that knowledge of English Grammar ; and whilst I should be one of the last to deprecate analysis in its bearing upon intelligent reading, I can testify from experience that in some of the schools the study of grammatical construction has been largely sacrificed to it ; and I can well understand the complaint made by an able Superintendent of Schools in Massachusetts, though expressed, perhaps, in terms rather harsh, that pupils are met with "glibly repeating an unintelligible jargon of analysis after months of wearisome study, and expressing in most ungrammatical sentences such principles of grammar as their memories can retain." Most of the analysis I have met with in our Grammar Schools has been of a respectable order ; to none of it, certainly, could I apply so caustic a description as "unintelligible jargon;" but the unfortunate conjunction, noticed by this superintendent, of ignorance of grammatical construction with a certain dexterity at analysis, I have more than once encountered, and I very much deplore it. The truth is, there is an amount of one-sidedness in teaching which is simply amazing.

In the Appendix to the Rev. James Fraser's Report, there is a collection of "questions recently (1863) submitted to the candidates for admission to the Providence High School." The paper in Arithmetic I should consider to be too difficult. That in Grammar is fair enough. In that paper we find the following :—

Correct the following examples :

- "I feel sure of its being him."
- "Her aunt is older than her."
- "I intended to have written, but was only prevented by sickness."
- "He has fallen from his horse and broke his leg."

This will serve to illustrate the shape in which I should desire to apply the grammatical test. As to orthography, the highest flight of my ambition has not gone beyond such words as "spectres," "assignees," "hypocrites," and yet I fear that not a few of our Canadian youth, distressed by my relentless persistency, have come to regard me as a sort of persecutor ; we may imagine, then, what the sense of persecution would be were the "open sesame" of the Providence High School to be adopted in all its fulness here—and such trial-words as the following propounded,—Some of them terrible to the eye and to vocal organs simply excruciating,—"zephyr," "synchronical," "buoyancy," "idiosyncrasy," "peripneumony," "phylactery," and so on through a grim array of some fifty words, more or less appalling in shape and sound. But then, we are told, "the Providence schools have a high character for the accuracy of their spelling." I hope the time may soon come when, under our improved system, the same praise may be justly challenged by us. I am sorry to give it as my opinion, that just now, we are more remote from it than it is pleasant to confess. I have no hesitation, then, in declaring it to be my strong conviction that the standard, as to English Grammar, ought to be raised in the case of those pupils who are to learn only the English branches in the High School, or to add one or more of the other modern languages to the study of their own ; but what of those who are to study Classics, and of those especially who are to enter the University ? There is a difficulty here which we must not attempt to conceal. I imagine that, if the standard be raised, as I propose, few pupils would be admitted to the High School under thirteen—an age very suitable for a higher English course with science—but would it be advisable to defer beginning Latin until that age ? There are some men of sound judgment and experience who think that no time is lost by waiting till that age has been reached ; that, the faculties being more mature—the physical frame better developed,—and so much having been done in English, the progress would be more rapid, and that the boy who commenced at thirteen, would be, at the age of sixteen, in as good a position as if he had commenced at ten. I will not attempt to dispute the soundness of that view, though I must confess that my own practice and experience do not recommend it to me. But why not have two standards ? I shall refer again to Mr. Fraser's Report, and quote the following passage as bearing upon this point :

"The age of admission to the High Schools varies, but thirteen may be taken as the mean.

For admission to the Latin High School at Boston, a candidate must be not less than ten ; to the English High School, not less than twelve ; to the Girls' High School, not less than fifteen, nor more than nineteen ; to the Free Academy at New York, he must be fourteen. The qualifications for admission to the Latin High School are, that a boy 'shall be able to read English correctly and fluently, to spell all words of common occurrence, to write a running hand, to understand mental arithmetic and the simple rules of written arithmetic, and be able to answer the most important questions in geography, and shall have a sufficient knowledge of English Grammar to parse common sentences in prose. A knowledge of Latin Grammar is considered equivalent to that of English.' For admission to the English High School for boys, and the High School for girls, the terms are nearly the same ; 'certificates of age and moral character, and ability to pass a satisfactory examination in spelling, reading, writing, English Grammar, arithmetic, modern geography, and the history of the United States.'

From what has been quoted above, the question naturally arises, if the adoption of two standards is found to answer with two distinct classes of schools, why should it not answer with two distinct divisions of the same school ? Of course it should be open to none but *bona fide* classical pupils to enter on the lower standard ; and all care should be taken to ascertain that there is an honest purpose to go on with the study of classics. But even supposing that some, having been admitted on the lower standard, should take up classical study for a time only, to drop it afterwards and seek admission to the English course ; such pupils, in order to be transferred, would have to meet the higher qualification, and the inspector could easily keep an account of the mode of admission in each case. Still a proceeding of this sort would impose upon the Grammar School master a preparatory work which ought to be done in the Common School, and as it might be surreptitious, it is to be hoped that very few would resort to it, as we may take it for granted that none would be permitted to resort to it with the knowledge of the county superintendent. In practice, I do not think that any great difficulty would arise in this way.

#### E.—IN WHOSE HANDS IS THE ADMISSION OF PUPILS INTO THE PROPOSED HIGH SCHOOLS TO BE PLACED ?

Hitherto the authority to admit pupils into the Grammar Schools has been in the hands of the Grammar School Inspector, admissions by the masters being provisional only, and subject to his confirmation. It has been proposed to make an important change in this respect, and, under the new law, to assign to the several County Superintendents of Common Schools the function of promoting to the High Schools. I may not be acquainted with all the reasons on which this change is based ; but the main object in view, and the chief advantage which is expected to be gained, is, doubtless, that the Inspector of High Schools, who, as Grammar School Inspector, has now more than he can attend to, will be relieved of a portion of his work, and that the most elementary, which, in some instances, consumes a large amount of time, and will thus be enabled to do more towards examining the proper work, and determining the status of the school. Whilst I deeply regret the Inspector's inability, under the severe pressure of his work, to do that work so as to fully satisfy himself, and to render his inspection that guarantee of efficiency which it ought to be ; and whilst I consider it most desirable, and, indeed, of urgent necessity, that relief should be afforded in some shape or other, I feel myself constrained to say, in the interest of the schools, that I fear it will operate prejudicially to both Common and High Schools, if the Inspector or Inspectors of the latter are to have nothing to say to promotions from the former. As to the inconvenience which pertains to the system at present in force, viz. : that the Inspector's work is excessive, and that the proposed change would, in many instances, materially reduce that work—I venture to submit—if the admission of pupils be properly, as I cannot but think it is, a function of his office—then the true remedy is to be found, not in alienating that function, but in appointing at least one additional Inspector. Let but one additional Inspector be appointed, and each will be in a position to discharge his duties with fair efficiency. The examination and admission of pupils is, it is true, elementary work, but it is very important work. It fixes the goal of the lower school, and the starting-point of the higher. It virtually decides whether the Common School has done its part, and in what condition the High School ought to receive those who are to be the recipients of the higher instruction it has to communicate. If the authority to admit

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be entrusted to one man, uniformity, which, in itself, is a great thing, will be the result ; in the hands of many, we shall have, if not different standards, yet different applications of the same standard. I do not think it is enough to say that the High School will be simply a step from the highest class of the Common School, the work of which will be strictly defined ; for, though you define the work never so strictly, it seems to me that there will be different views as to what constitutes the accomplishment of that work. Nearly equal as the County Superintendents may be in attainments, they will differ, at least, in judgment and temperament : some will be strict and scrupulous ; others will be indulgent, and more readily influenced by the natural desire that the schools of their respective counties may compare favourably with those of other counties in point of numbers and proportion of Legislative grant. This very apportionment, moreover, of the Legislative grant, will cause the inevitable diversity to be more keenly felt. I have spoken of competition between the different counties ; may we not apprehend that this would give rise to an evil such as the Rev. James Fraser has described, in connection with promotions in graded schools of cities in the United States ?—“There is a pretty general complaint (he tells us in his Report to the Schools Inquiry Commissioners) that the desire of teachers in all the grades to make rapid and numerous promotions, and the competition which exists between different schools of the same grade with this aim, have a mischievous influence upon the system ; and, as a consequence, stringent rules are laid down by most of the Boards of Education to regulate the time and systems of promotion, which, however, do not appear to be thoroughly successful in checking the evil. The number of promotions from the Primary to the Grammar (intermediate) School with which it is connected, or again, from the Grammar School to the High School, is made by the public, and by the teachers among themselves, a test of their respective efficiency as compared with their neighbours ; and hence the natural results of superficiality, and making ‘more haste than good speed.’” But what affects me most as being, in my judgment, most prejudicial to the interests of the schools, is the check which the proposed change will put upon the efforts of the High School Inspector to elevate and improve that all-important education of our youth in the grammar and literature of their mother-tongue, which has been so much neglected. With the entrance examinations in his hands, he will have it in his power at once to protect the High School, and to stimulate its natural tributary and fountain of supply, the Common School, the teachers of which will be led to consider, with some interest and anxiety, what he expects, and to adapt themselves to the one uniform measure and style of proficiency which he exacts in his interpretation and application of the prescribed standard. It is no weak argument, I think, in favour of the view which I am led to take of this matter, that it is the view taken by our Grammar School masters without, I believe, a single exception. But there is one difficulty which, I confess, presents itself to my mind as arising out of the present method :—Boys and girls, whether fit or not for the Inspector, are pushed forward into the Grammar School at the stated periods, and in the numerous cases in which they are not fit, the task of getting them ready is thrown upon the Grammar School master. From the moment at which they enter the school, until the Inspector makes his visit, unless ample time for the preparatory process has been allowed by a late visit, these new recruits are objects of special interest—the *spes gregis* almost, for the time being—inasmuch as on the fate of each depends so much of government money ; and thus the master is tempted to bestow less attention on the more advanced pupils, and to neglect, in some measure, his proper work, in order to undertake work with which it was never intended he should have anything to do. I cannot say that I have often met with this anomaly to such an extent as to do serious harm to the Grammar School, but I have had this extra labour assigned more than once as the cause of imperfection and failure in the regular Grammar School work. It certainly would be well to make this state of things impossible for the future ; and I do not see how that can be done without the intervention of the County Superintendents. But why take the preliminary examination altogether out of the High School Inspector’s hands, if there be any prospect of his work being curtailed by the appointment of an additional Inspector ? Why should not the County Superintendents designate those whom they consider fit for promotion, and the High School Inspector admit ?

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#### F.—NECESSITY FOR ENLARGED PROVISION FOR INSPECTION.

In your "Special Report," published in 1868, you declare your conviction that inspection", in the very satisfactory form in which it exists in Holland, "is the life, the soul of the Dutch system, as it must be of any efficient system of public instruction." Entertaining so strongly as you do this conviction, you cannot but be anxious—as indeed I know you are—to do all in your power towards extending and improving the necessarily imperfect system of inspection which is all that the Grammar Schools of Ontario at present enjoy. You have recommended, and will doubtless be seconded by the Legislature of the Province in establishing, a greatly improved system of inspection for the Common Schools,—a provision, in fact, so far beyond the present notoriously inefficient one that we may hope it will have a most marked influence in raising our Common Schools. I should be glad to cherish the hope that the improvement thus attempted, and likely to be carried out, in connection with our elementary schools, will be extended to our high schools, so that every chance, under circumstances the most favourable, may be given them to do their work well and to make up for the shortcomings of the past; and perhaps it may be well now, when we are on the eve of material changes, to follow up the efforts made in this direction by my predecessor, and to bring the subject again before the public mind. A feeble voice here and there has been raised in England against State inspection on the ground, which there is no sufficient evidence to sustain, that such inspection is not liked generally by parents, and that it discourages men from seeking the mastership of schools subject to such inspection. These statements rest upon the smallest basis imaginable. So far from government inspection being distasteful to really qualified men seeking masterships, we are told, on good authority, that "it used to be a common complaint on the part of trustees of endowed elementary schools in Cumberland and Westmoreland, which were at one time excluded by their endowments from obtaining annual grants, and were thus unable to reckon on an annual visit from an inspector, that they could not secure or retain the services of efficient schoolmasters at reasonable salaries, because such men would not stay in a school which was not under government inspection. A similar difficulty has been experienced by the Congregationalists and other bodies who wished to support efficient schools, but objected to government inspection, in getting properly qualified teachers to accept or retain their schoolmasterships." That parents should object to that supervision of the schools by competent and independent officers which is one of the best possible guarantees that their children will be well taught, is incomprehensible, as it is certainly very far from being the fact. That men who wish to obtain schools, but feel they are not qualified to raise a school to that status which a government inspector would be justified (all circumstances of position and material being considered,) in requiring, is much more easily understood; that there are some men amongst the 101 head masters of our Grammar Schools who may meet the inspector at his official visit with that courtesy which I have not failed to receive in a single instance, but would much prefer, notwithstanding, being left to themselves, I cannot deny; but of this I am firmly persuaded that a large proportion of our masters desire nothing more earnestly than that the system of inspection should be the most efficient they can have, as well as that the reports sent in to the department by the inspector, might be made to tell with direct and decided effect on their own reasonable hopes of advancement and on the prosperity of the schools. These men feel that they are doing their work honestly and well, and what they particularly desire is, that their work, in its every branch, may be thoroughly inspected by a man able to judge of it and disposed to do them justice; so that, far from shrinking from government inspection, they cordially invite it, and are glad to have it as comprehensive and as searching as it can be rendered. But one inspector, from whom two visits each year are exacted, cannot do justice to 101 schools; no matter how vigorously a man may throw his energies into the work, such inspection cannot be efficient. No doubt a salutary impression may be made upon a school even by that inspection, but a comprehensive and accurate estimate of all the work done in each school, is simply impossible; and, as to payment for results—a principle which has been adopted with good effect in England—that, of course, is out of the question. And yet I am convinced that our schools will not give us full satisfaction until that principle has been adopted, in conjunction with average attendance, as the basis on which the apportionment of the legislative

grant is made. Numbers are no infallible criterion either of the comparative usefulness of a school or of the ability with which it is conducted. There are schools on our list with the same, or nearly the same average, which yet differ widely in the attainments and skill and energy of the men at their head, and in the comparative value of the work they are doing for the country at large. I have looked over the returns for the latter half of 1869, and I find that our Grammar Schools, with reference to average attendance, may be divided into six classes. In regard to the first two classes, which stand highest in numbers, I do not know that the present mode of apportionment involves any very sensible injustice; but in every one of the other four classes, there is wide diversity of merit and usefulness, and yet the schools in each of these classes receive the same, or nearly the same appropriation of government money. Amongst those of the third class, for example, we have Goderich, Trenton, Newmarket, Streetsville, Brantford and L'Original, standing pretty much on the same footing as to average, and yet if we were to estimate the status of each by examination of work done, the diversity, in some instances, would be rather startling. In the lowest class of all—lowest, that is, as to numbers—the disparity is particularly striking; and if Metcalfe, Elora, Cornwall, Collingwood, Richmond, Milton and Fergus, in this class, were brought into the arena of competitive examination, they would find themselves engaged in a contest with very unequal capacities for winning the prize. I do not forget that the proposed High School Bill, should it become law, will go a great way towards rectifying this unfair and disheartening state of things, by abolishing "bogus-latin" pupils, and prescribing a real standard and course of study for all; but more than this is required. There should be a provision ensuring special reward for special ability, fidelity, and success. Besides this the stimulus of honourable rivalry is as good for schools as for individuals, and no more stimulating application of public money can be imagined than this payment for results achieved. With a view to this end, Professor Young proposed his scheme of inspection, with its three district inspectors, and one chief or principal inspector at their head; a scheme which would both provide for a thorough inspection of the schools, and also make it practicable to hold such examinations, and to take such records of results, as would afford the means of fixing the status of each school in a manner calculated to command general confidence in the fairness and justice of the decision. I am afraid there is but little chance that a scheme so elaborate and so costly as that will be adopted at once, but one may reasonably look for a gradual approach to it; and for, at least, the one step in advance which would be accomplished in the appointment of one additional inspector.

#### G.—PREPARATORY CLASSES ATTACHED TO HIGH SCHOOLS.—PRIVATE SCHOOLS.

In his report on the schools and universities of Continental Europe, Matthew Arnold makes the following statement in connection with education in Prussia:—"As the elementary schools pursue a course of teaching which is not specially designed as a preparation for the higher schools, it has become a practice to establish *Vorschulen*, or preparatory schools, as in France, to be appendages of the several higher schools, to receive little boys without the previous examination in reading, writing, arithmetic, grammar and scripture history, which the higher school imposes, and to pass them on in their tenth year, duly prepared, into the higher school." It might seem, at first sight, that an arrangement of this sort can have no interest for us, as our elementary schools are specially designed to prepare for the higher schools; but the truth is that a considerable proportion of our youth, in cities and large towns, will not be sent to the Common School, but will either find their way into the High School through a private school, or (which perhaps will usually be the case,) will be kept at the private school till they are sent up to the University, or till all the education they are to receive has been given them at the school. I should be sorry to have private enterprise in education amongst us subjected to the restraints and discouragements which are put upon it on the Continent of Europe; nevertheless it seems to me that we shall do well to give to our future High Schools all the hold that can be properly given to them on the community, even though the number of pupils in private schools might be somewhat diminished, and this more particularly as our private schools are subject to no government inspection. Without the preparatory class attached to the High School, in populous places, not a few pupils will be lost to our High

Schools. There are such classes already connected with several of our larger Grammar Schools, and they act as additional nurseries or tributaries with excellent effect. I cannot imagine that the establishment of such a class, with suitable provision for teaching it, is likely to be inconsistent with anything in future legislation, still I have been told that trustees may hesitate to give their sanction to an arrangement not distinctly prescribed or, at least, authorized ; and it is, therefore, suggested whether something might not be gained by giving to these preparatory classes a legal recognition. I simply submit the point to your consideration, and in doing so earnestly trust that I shall not be suspected of any latent hostility to our private schools. The good private school cannot but be doing a good work, and, whilst we deprecate all narrow jealousy, we feel that no check on the excessive multiplication of private schools is needed, beyond a good condition of the public school. Let that be efficient, and either the whole work will be left to it, or generally it will leave room for no private schools but such as can, at least, come up to its mark. What Matthew Arnold has said of the schools of Switzerland is worthy of notice in this connection, "I was told this by Swiss gentlemen of authority and standing, who had themselves been brought up in Fellenberg's famous school at Hofwye, that they would not send their own sons to any but a public school, and that even a man of Fettenberg's special gifts could not now, since the improvement of the public schools, establish a private school to vie with them successfully. The best informed Swiss will tell you that the Swiss private schools, of which we hear so much in England, now exist merely *pour exploiter les Anglais*, who do indeed invite *exploitation*."

#### CONCLUDING REMARKS.

I have now, Rev'd Sir, completed my annual task, and if I have written at greater length than I prescribed to myself in my previous Report, I trust you will be ready to excuse me, making allowance, as I am sure you will do, for the special interest and anxiety which, in common with many an earnest man, I cannot but feel at the present crisis of educational affairs. As to the past, I have been candid in my statement of facts, and I can say that I have done my best to get the fullest and the most accurate information I had it in my power to obtain. As to the future, I have made no suggestions, except on points so intimately connected with my experience, and so vitally associated with the discharge of an Inspector's duties, that I felt I could not overlook them. Whilst I have spoken strongly, as feeling strongly, on some of these points, I have striven at all times to avoid the language of dogmatic pertinacity, and I trust I have not been led away in aught from the truth by undue reliance on my own opinions. The work of a Grammar School Inspector, in making up his Report just now, is, in many respects, an ungracious task, since the public interests require that every effort should be made to strongly point out the injurious results of an unsound principle, which has not only diverted our superior schools from the fulfilment of their true mission, but has also hindered the natural development of that noble fabric of which we have reason to be proud—our Common School System. Thus situated, the Inspector may well seem, at times, to have a morbid appetite for the evil, and to close his eyes to the good.

I cherish, therefore, with a good deal of satisfaction, the hope that the introduction of a better system will place the Inspector in a more pleasant position, giving him less of fault-finding, and more of evidence to sustain the Roman orator's eulogy of the high and holy work of training the youthful mind : "Quod munus reipublicæ afferre majus meliusve possumus, quam si docemus atque erudimus juventutem !"

I have the honour to be,  
Reverend Sir,  
Your obedient servant,

J. G. D. MACKENZIE.

The Rev. Egerton Ryerson, D.D., LL.D.,

Chairman of the Council of Public Instruction, and Chief Superintendent of Education for the Province of Ontario.

## APPENDIX B.

## THE NORMAL SCHOOL FOR ONTARIO.—ITS DESIGN AND FUNCTIONS.

*(Prepared by John Herbert Sangster, Esq., M.A., M.D., Head Master.)*

This Institution is designed to train Common School Teachers, so as to fit them for the more efficient discharge of their varied and important duties. Though essentially a *training school*, rather than a mere school of instruction, in the ordinary sense of the term, the majority of those received as students-in-training are so deficient in scholastic attainments that it is found necessary to include in its course of instruction, not merely discussions on the principles of education and methods of teaching, but also the actual teaching of most, or all, the branches of Common School study. It is conceded by all who have devoted any attention to the subject that "to teach well one must be possessed of adequate knowledge; in a word, must be well informed;" and as more than nine-tenths of those who apply for admission to the Normal School do not possess anything like that amount of information and general knowledge which the advancing spirit of the age very properly demands on the part of those who would become educators of youth, the Normal School Masters are compelled to supplement, by lectures on the different branches of study embraced in an ordinary English education, the early training or want of training of those who enter its walls. Every lecture, therefore, given in the Normal School is delivered with a two-fold object:—

1st. To convey to the class of students-in-training a certain amount of information on the subject on which it treats; and

2nd. To give this information in such a manner, that making the necessary allowance for differences of age and attainments, it may serve as a *model* of the method in which the same subject is to be discussed before a class of children.

## TERMS OF ADMISSION, &amp;c.

Two sessions are held each year—the first commencing on the 8th January and closing on the 15th June, and the second beginning on the 8th August and terminating on the 22nd December. Females over sixteen years of age, and males over eighteen years of age, who present certificates of moral character from their clergymen, are eligible for admission upon successfully passing the entrance examinations. No charge is made for tuition, and the students are supplied by the department with such text-books as they require at half the usual price. If admitted, each student is required to sign a declaration that in coming to the Institution his object is to better qualify himself for the discharge of his duties as a teacher; that it is his intention to devote himself to the profession of teaching in Canada; and that he will strictly keep all the rules and regulations of the Institution. (The form of admission and other forms and papers will be found at the end of the examination papers.)

## EXAMINATIONS.

The Entrance Examination is held on the third and fourth days after the opening of the session (the first two days being occupied in receiving names, &c.), and after it commences no new applications for admission are entertained. This, like all the other examinations of the school, is in writing on printed questions, and although the requirements for entrance are not very formidable, the papers are read with such strictness that, upon an average, one in ten is sent back for further preparation. After the work of the session commences, written test examinations are held once every six weeks, and on these occasions all who are found to have fallen behind the class, either through carelessness or want of ability, are required to withdraw for the remainder of the term. Thus only those arrive at the close of the term who can proceed to the final examination with a reasonably good prospect of obtaining a certificate to teach. Taking one session with another, about one-fifth of those actually admitted at the commencement drop off before the close, either through ill-health or inability to keep up with the work of the term, while of those who write at the final examinations, only about five-sixths are successful in obtaining certificates.

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### CLASSIFICATION OF STUDENTS.

The students in attendance are sub-divided into one senior and one junior divisions—the former consisting, for the most part, of those who have already spent one or more sessions in the Institution, and who hold second or first certificates therefrom. New comers, who are found, upon examination at the commencement of the session, to be sufficiently far advanced, are admitted to the senior class, but few are found competent to successfully prosecute the work of that division until after they have studied for one or two sessions in the junior class.

### THE GOVERNING BODY AND TEACHING STAFF.

The Consolidated Common School Law enacts that "The Governor may appoint a Council of Public Instruction for Upper Canada, to consist of not more than *nine* persons (of whom the Chief Superintendent of Education shall be one) to hold office respectively during pleasure, and such Council shall, in the exercise of its duties, be subject to all lawful orders and directions from time to time issued by the Governor."

The members of the Council thus appointed are as follows:—Rev. Egerton Ryerson, D.D., LL.D., Chief Superintendent of Education; Most Rev. John Joseph Lynch, D.D., Roman Catholic Archbishop of Toronto; Very Rev. Henry James Grassett, B.D., Dean of Toronto; Hon. Mr. Justice Morrison, Presbyterian Church of Canada; Rev. John Jennings, D.D., United Presbyterian Church; Rev. John Barclay, D.D., Church of Scotland; Hon. Wm. McMaster, Senator, Baptist Church; Ven. Thomas B. Fuller, D.D., D.C.L., Archdeacon of Niagara; Rev. John McCaul, LL.D., President of University College, and the Presidents of the other Colleges affiliated to the University of Toronto, *Ex-Officio Members for Grammar School purposes*; Alexander Marling, LL.B., *Recording Clerk*.

The Act empowers this Council:—"To adopt all needful measures for the permanent establishment and efficiency of the Normal School for Upper Canada, containing one or more Model Schools, for the instruction and training of teachers of common schools in the science of education and the art of teaching." It also authorizes the Council: "To make from time to time the rules and regulations necessary for the management and government of such Normal School; to prescribe the terms and conditions on which students will be received and instructed therein; to select the location of such school, and erect or procure and furnish the buildings therefor; to determine the number and compensation of teachers, and of all others who may be employed therein; and to do all lawful things which such Council may deem expedient to promote the objects and interests of such school." And it requires the Council "To transmit annually, through the Chief Superintendent of Education, to the Governor, to be laid before the Legislature, a true account of the receipt and expenditure of all moneys granted for the establishment and support of the Normal School."

The same Act directs the Chief Superintendent of Education:—"To take the general superintendence of the Normal School; and use his best endeavors to provide for and recommend the use of uniform and approved text-books in the schools generally." It makes him also "responsible for all moneys paid through him in behalf of the Normal and Model Schools," and requires him "to give such security for the same as the Governor may require." It further declares that:—"The Chief Superintendent of Education, on the recommendation of the teachers in the Normal School, may give to any teacher of Common Schools a certificate of qualification which shall be valid in any part of Upper Canada until revoked; but no such certificate shall be given to any person who has not been a student in the Normal School."

The teaching staff of the Normal School consists of a Head Master, a Second Master and other teachers, as follows:—John Herbert Sangster, M.A., M.D., Head Master; Rev. Wm. H. Davies, B.D., Second Master; J. Geo. Hodgins, LL.D., Barrister-at-Law, School Law Lecturer; William Armstrong, C.E., Drawing Master; Samuel Clare, Teacher of Book-keeping and Writing; Henry Francis Sefton, Music Master; Major Henry Goodwin, Teacher of Gymnastics and Calisthenics.

On Friday afternoon of each week the ministers of the different denominations meet their respective classes for religious instruction. The exercises are opened each day by reading a portion of the Holy Scriptures, and a form of prayer sanctioned by the Council of Public Instruction.

The sub-division of the school day among the various subjects of study may be seen from the following:—

PROGRAMME OF LECTURES IN THE NORMAL SCHOOL FOR ONTARIO.

*Forty-fourth Session, August to December, 1870.*

HOURS OF LECTURE.	MONDAY.		TUESDAY.		WEDNESDAY.		THURSDAY.		FRIDAY.		SATURDAY.
	1 <sup>st</sup> Division.	2 <sup>nd</sup> Division.	1 <sup>st</sup> Division.	2 <sup>nd</sup> Division.	1 <sup>st</sup> Division.	2 <sup>nd</sup> Division.	1 <sup>st</sup> Division.	2 <sup>nd</sup> Division.	1 <sup>st</sup> Division.	2 <sup>nd</sup> Division.	
From 8 to 9 A.M.....	Education.	Natural Philosophy.		Education.	Natural Philosophy.				Education.		School Drill.
From 9 to 10 A.M.....	Arithme- tic.	Grammar.	Algebra.	History.	Arithme- tic.	Grammar.	Algebra.	History.	Reading.	Algebra.	
From 10 to 11 A.M.....	Grammar.	Arithme- tic.	History.	Algebra.	Grammar.	Arithme- tic.	English Literature.	Algebra.	History.	Arithme- tic.	
From 11 to 11.45 A.M.....	Chemistry	Geo- graphy.		Music.	Chemical Physics.	Geogra- phy.		Music.	Chemical Physics.		Reading.
From 11.45 A.M. To 12.30 P.M. } .....	Geo- graphy.	Recapitu- lation.		Book-Keeping.	Chemistry	Geometry and Calis- thematics.	Book-Keeping.		Geogra- phy.	Practice in Use of School Apparatus	
From 1.30 to 2.30 P.M.....	Linear Drawing.	Geo- metry.	Composition.		Linear Drawing.	Reading.	Geometry.	Writing.		Composition or Dictation.	
From 2.30 to 3.15 P.M.....	Geometry.	Writing.		School-Law.	School Drill.					Religious Instruction.	

NO FURTHER LECTURES ON SATURDAYS.

## COURSE OF STUDY.

The course of instruction includes Reading, Writing, Arithmetic, Grammar, History, Geography, History of English Literature, Education (including leading principles of Mental and Moral Philosophy), Algebra, Geometry, Mensuration, Natural Philosophy, Chemistry, Chemical Physics, Principles of School Law, together with Vocal Music, Drawing and Calisthenics for females and Military Drill for males.

The requirements for entrance and final examinations on these several subjects can be seen by a reference to the following programme of course of study, and more fully by reference to the sample set of examination papers given in the Appendix at the close of this.

## PROGRAMME of the Entrance Examination and Course of Study in the Normal School for Ontario.

(Approved by the Council of Public Instruction, on the 24th day of August, 1858.)

SUBJECTS.	FOR ENTRANCE INTO JUNIOR DIVISION.	FOR SECOND CLASS CERTIFICATE IN JUNIOR DIVISION OR FOR ENTRANCE TO SENIOR DIVISION.	FOR ORDINARY FIRST CLASS CERTIFICATE IN SENIOR DIVISION.
ENGLISH .....	Read with ease and fluency ..... Parse a common prose sentence according to any recognized authority .....	Read Prose with correct emphasis, intelligence, and inflection of voice. Rules of Spelling (Spelling-book superseded.) General principles of the philosophy of Grammar. Analyze and parse any Prose sentence. Principal Greek and Latin Roots, Prefixes and Affixes. Prose Composition on any simple subject, with correct Punctuation.	Read Poetry and Oratorical Addresses with fluency and expression—Principles of Reading—Science of Languages—General Grammar—Analysis and Parsing of Sentences in Prose and Verse—Changes of Construction. Structure of Propositions and Sentences. Etymology—Changes effected in Roots. Correct Letter-writing, as regards Composition and mechanical arrangement. Composition on any given subject. History of the Origin and Literature of the English Language.
WRITING .....	Write legibly and readily and correctly.	To Write a bold, rapid, running hand.	
GEOGRAPHY .....	The definitions—general knowledge of the relative positions of the principal countries, with their capitals—the oceans, seas, rivers and islands.	The relative positions of all the countries of the world, with their principal cities and physical features ; the Islands—Hodgins' Geography ; Mathematical and Physical Geography, as taught in Sullivan's "Geography Generalized."	Use of the Globes (Keith)—Geography of England, Ireland, Scotland, the United States and British Colonies (Hodgins)—Rudiments of Physical Geography—Structure of the Crust of the Earth.
HISTORY .....	None .....	General History of the World, from the Creation to the present time, as sketched in the Fifth Book of Lessons. Chronological Chart.	Histories of England and Canada. Philosophy of History.
EDUCATION AND THE ART OF TEACHING .....	None ... .....	The general principles of the science of Education—General plan of School Organization—Practice of Teaching, as exemplified in the Model School.	The Science of Education applied to the Teaching of Common Schools—Methods of Teaching the different branches—Practice thereof as exemplified in the Model School—Organization of Central Schools—Dimensions and Structure of School-houses—Furniture and Apparatus.

## PROGRAMME, Studies, &amp;c.—Continued.

SUBJECTS.	FOR ENTRANCE INTO JUNIOR DIVISION.	FOR SECOND CLASS CERTIFICATE IN JUNIOR DIVISION OR FOR ENTRANCE TO SENIOR DIVISION.	FOR ORDINARY FIRST CLASS CERTIFICATE IN SENIOR DIVISION.
*MUSIC .....	None .....	Hullah's System .....	Hullah's System.
DRAWING.....	None .....	None .....	Facility in making Perspective Outline Sketches of common subjects.
BOOK-KEEPING..	None .....	The Rudiments .....	Single and Double Entry.
ARITHMETIC AND MENSURATION	Fundamental Rules, Vulgar Fractions and Simple Proportion.	Notation, Numeration, Fundamental Rules in different scales of Notation, Greatest Common Measure, Least Common Multiple, Prime Numbers, Fractions (Vulgar and Decimal), Proportion (Simple and Compound), Practice, Percentage (including Simple Interest, Insurance, Brokerage, &c.), Square and Cube Roots, Mensuration of Surfaces and Mental Arithmetic.	Review past subjects of Junior Division—Discount, Fellowship, Barter, Equation of Payments, Profit and Loss, Alligation, Compound Interest, Annuities, Position, Progression, Logarithms and Applications, Intellectual Arithmetic, Mensuration of Surfaces and Solids.
ALGEBRA .....	None .....	Definitions, Addition, Subtraction, Multiplication and Division. Use of Brackets, Decomposition of Trimonials, Resolution into Factors, Involution, Square of Multinomials, Expansion of $(a+b)^n$ , Evolution, Greatest Common Measure, Least Common Multiple, Fractions, Interpretation of Symbols $\frac{r}{o} \frac{a}{o} \infty$ , and $=$ , Simple Equations.	Review past subjects of Junior Division—Indices, Surds, Quadratic Equations, Indeterminate Equations, Arithmetical, Geometrical and Harmonical Progression, Ratio, Proportion, Variation, Permutations, Combinations, Binomial Theorem, Notation, Decimals, Interest, &c., Properties of Numbers, Continued Fractions, Exponential Theorem, Logarithms, Algebraic Series, Cubic and Bi-quadratic Equations.
EUCLID .....	None .....	Books I. and II. with Exercises (Potts').	Books III., IV., VI., and Definition of B. V. Exercises on Six Books (Potts).
NATURAL PHILOSOPHY .....	None .....	Properties of Matter, Statics, Hydrostatics, Dynamics and Hydrodynamics, Human Physiology.	Heat, Light, Electricity, Galvanism, Magnetism, Optics and Acoustics, Vegetable Physiology, General View of Geology.
CHEMISTRY .....	None .....	None .....	Constitution of Matter, Chemical Nomenclature, Symbols, Laws of Combination, Chemical Affinity, Crystallization, Oxygen, Hydrogen, Nitrogen, Carbon, Sulphur, Phosphorus, Chlorine, Calcium, Aluminum, Silicon, Potassium, Sodium, Iodine, Manganese, Magnesium, Iron, Lead, Fluorine, and their principal compounds. Nature of soils, of Organic Bodies, Germination of the Seed, Development of the Plant, source of Carbon, Hydrogen and Nitrogen, &c., in Plants, products of vegetable growth, Woody Fibre, Gum, Starch, Sugar, Gluten, &c., Cultivation of Plants, Composition and Formation of Soils, Mineral Constituents of Plants, action of Manures, &c.

\* Not required of those who are naturally disqualified,

**LIST OF TEXT BOOKS USED IN THE NORMAL  
SCHOOL FOR ONTARIO,**

*Which are supplied to Teachers in Training at half-  
price:*

- A set of Readers.
- Companion to Readers.
- Authorized English Grammars (Introductory and Advanced).
- Lovell's General Geography.
- Hodgins' History of Canada.
- Sullivan's Geography Generalized.
- Sangster's Arithmetic.
- Potts' Euclid.
- Sangster's Mensuration.
- Sangster's Algebra.
- Sangster's Philosophy, Parts I. and II.
- Sangster's Rudimentary Chemistry.
- Sefton's Manual of Music.
- A Slate.
- Two Dictation Books.
- Two Note Books.
- Two Writing Books.
- Drawing Materials.
- Two Book-keeping Books.

**ADDITIONAL QUALIFICATIONS FOR HONOUR  
FIRST-CLASS PROVINCIAL CERTIFICATES.**

I.—Each Candidate to have held an Ordinary First-Class Provincial Certificate, Grade A, for one year.

II.—To give evidence of having been a successful Teacher.

III.—To stand an Examination in the following subjects, in addition to those necessary for an Ordinary First-Class Certificate, viz.:

1. English History and Literature (Collier).
2. Canadian History and Geography (Hodgins).
3. Outlines of Ancient and Modern History and Geography.
4. Latin Grammar (Harkness), and Books IV., V. and VI. of Cæsar's Commentaries.
5. Outlines of Geology (Lyell & Chapman's), and Astronomy (Mosley's).
6. Science of Teaching, School Organization, Management, &c., including a knowledge of the leading principles of Mental and Moral Philosophy.
7. Easy Lessons on Reasoning.
8. Algebra—General Theory of Equations, Imaginary Quantities (Sangster's and Todhunter's).
9. Euclid—Books XI. and XII.
10. Trigonometry as far as solution of Plane Triangles (Colenso).
11. Inorganic Chemistry, Sangster's Inorganic, Brand and Taylor's for Organic.
12. The Principles of Book-keeping, Music and Drawing.

**REGULATIONS TO BE OBSERVED BY STUDENTS.**

Students are permitted to board only in houses which are specially licensed for that purpose by the Council of Public Instruction.

All students are required to be in their respective boarding houses by 9.30 p.m.

Students are not permitted to indulge in games, or in practical jests, which are calculated to annoy their class mates, or to excite ill-feeling.

Students are not permitted to attend evening lectures, or to go to places of amusement in the evening, or to absent themselves from their respective boarding houses for the night, without the express permission of the Head Master first obtained.

Male and female students are not permitted to communicate with one another, either verbally, or in writing, or in any other way, during the session; nor are female students permitted to form any new male acquaintances during their attendance at the Institution.

All students are required to keep their desks clean and neatly arranged, to refrain from all talking or whispering, &c., during lecture and recitation, to maintain a proper attitude and bearing in class, and to refrain from all habits that are in any way offensive and objectionable; to diligently prepare his work from day to day, and to conform cheerfully to all the special requirements of the masters.

Inattention to these regulations is followed by a report of the delinquency to the Chief Superintendent, and suspension or dismissal from the school, as in his judgment seems best.

**CERTIFICATES AND AVERAGE LENGTH OF ATTENDANCE.**

The certificates given are divided into first and second class, and each class is subdivided in three grades, indicated respectively by the letters A, B and C. Thus, beginning with the lowest and proceeding to the highest, they run, second class, grade C; second class, grade B; second class, grade A. First class, grade C; first class, grade B; and first class, grade A. All of these are legal authorizations to teach in any part of the Province of Ontario, and, with exception of grade C, of second class, are valid until revoked by the Chief Superintendent. Second class certificates, grade C, are only valid for one year from date of issue.

The time required to take a certificate depends, of course, upon the attainments and ability of the student, and the grade and class to which he aspires. To obtain a first class grade A, the *average* time taken is between three and four sessions. A few have taken such certificate in *one* session, but the majority require four, five and even six sessions. The average time required to take a second class certificate, grade A, is about two sessions.

Very few spend only one session at the Normal School. In most cases, students return for a second, and, in many cases, a third or fourth session. The certificates are awarded at the close of the session by a Committee of Examiners, of which the Head Master and Second Master of the Normal School are members. The examination lasts for six days, during each of which the students write for six hours. The papers are subsequently carefully read by the examiners, and a value, varying from one—the highest—to six—the lowest—is assigned to each. These marks, or values, are entered in appropriate columns in a book, called the "Certificate Record," which is kept for that purpose, and which serves not only to give a condensed view of the results of the examination in each individual case, but also for subsequent reference when any question arises as to the standing of a teacher in any particular branch, when he was in attendance at the Normal School. The grade and class of the certificate awarded depends partly on the standing attained at this final examination, (chief importance being attached to the marks awarded for Education, Aptitude to Teach, Arithmetic, Reading and Spelling, Grammar and Composition) and partly on the character the individual has earned for himself as to quickness and general ability as a teacher.

The examination papers (of which a sample set will be found at the end of this appendix), are so constructed that the best students in the class can be fairly expected to complete their answers within the time (usually three hours) assigned to the paper. The value given to the written papers (and set down on the margin of the certificate, *one* being the highest mark given and *six* the lowest) would run somewhat as follows: for 80 per cent. or over, *one*; 65 to 80 per cent., *two*; 50 to 65 per cent., *three*; 40 to 50 per cent., *four*; 30 to 40 per cent., *five*; and less than 30 per cent., *six*. The examiners hesitate to award certificates to any one who may have received *five* or *six* in any essential branch, and refuse absolutely to give certificates to those who have merited either *five* or *six* in aptitude to teach, spelling, arithmetic or grammar.

#### SPECIAL PREPARATIONS FOR DUTIES AS TEACHERS.

It has already been pointed out that every lecture given in the Normal School is given in such a manner that, making the necessary allowance for difference of age and attainments, it may serve as a *model* of the manner in which the teacher may treat the same subject before a class of children. In addition to this, however, the students-in-training receive a thorough course of lectures on the science and art of teaching, and they spend a portion of each week in the Model School, where, under the supervision of skilled teachers, they are required to take charge of the various classes, and conduct the lessons so as to give practical effect to the instructions received in the Normal School.

The lectures on education in the Normal School embrace the following course:—

I. Art of teaching; characteristics of the successful teacher; qualification, manners, habits, temper, tone of mind, &c., &c.

II. Modes of securing co-operation of pupils; how to secure attention; how to interest class.

III. Intellectual teaching—in what it consists; how secured.

IV. Mode of giving questions; kinds of questions; purposes served by each kind; characteristics of good style of questioning.

V. Mode of receiving answers, and of criticising them; requirements by way of answering.

VI. Correction of errors; recapitulations, &c.

VII. How to teach—(a) reading; (b) spelling; (c) arithmetic; (d) grammar; (e) composition; (f) writing; (g) history; (h) geography; (i) geometry; (j) algebra; (k) philosophy; (l) object lessons; (m) other subjects.

VIII. Organization of schools ; classification of pupils ; monitor teachers—their use and abuse ; school buildings and arrangements ; school furniture and apparatus, &c., &c.

IX. School management ; time tables and limit tables ; school rules ; school register ; roll book ; visitor's book ; school discipline ; rewards and punishments.

## X. Principles of mental and moral philosophy, as far as applicable to the elementary school-room; mental, moral and physical culture of childhood.

## XI. General principles of education.

The above course embraces in all about seventy lectures, of one hour each.

The students in attendance are divided into classes of about nine each, under the superintendence of a *leader*, whose duty it is to get the lessons assigned to his class, and distribute them, the day before they are to be taught, among the members thereof, so as to give them time for preparation. The classes go alternately to the Model School, each spending a complete day there in rotation. The class on duty in the Model School is subdivided in three sections, of three each, and these are detailed to the several divisions of the Model School. Thus every student knows the night previously what division he is to be attached to the following day,—what lessons he has to teach, and their exact limits. He is exempted that evening from all work for the Normal School, and is held responsible for the thorough preparation of his work for the Model School. Moreover, as no student is required to teach any subject *the method* of teaching which has not already been discussed in his hearing, in the Normal School, it follows that the teaching at the commencement of the session mainly falls to those members of the class who have already passed one or more complete sessions in the institution—the new comers for the time being merely looking on and familiarizing themselves with the working of the school; towards the close of the term, however, the teaching in the Model School is mainly confined to the new-comers.

The results of each lesson given is entered in the "Model School Training Register," one page of which is assigned to each student-in-training. The book is ruled as below:—

## MODEL SCHOOL FOR ONTARIO.

## TRAINING REGISTER.

No.

Class.

## Session.

SPECIAL REPORT OF CLASSES TAUGHT.

## FINAL REPORT.

has, during the past Session, taught of the classes assigned to with efficiency success. manner is , language , power of sus-taining attention in a class . is painstaking, anxious to excel, quick in detecting errors, thorough in their correction. displays energy in conducting a recitation, facility in communicating instruction, and giving explanations. teaches with clearness, force, effect. ideas of order are , power of managing a class , ability to economize time, and secure improvement, In my opinion will make a teacher, and, for power, capability, and aptitude to teach, as evinced in the Model School, I would rank as rate.

*Head Teacher, Model School.*

and the numbers are entered in the appropriate columns by the Model School teachers, from *one*, implying great excellence, to *six*, representing complete failure. The Training Registers are sent to the Head Master of the Normal School once a month, and such *private* commendation or admonition is by him awarded to the students-in-training as each case seems to merit. When the student indicates, by his course in the Model School, that he is not likely to make a useful teacher, he is recommended to withdraw.

To supplement these training exercises, the students are, as often as practicable, divided into sections—each of which is taught in some assigned subject—by the members thereof in succession, in presence of the Masters of the Normal School. At the close of each lesson the students are required to criticise the manner in which it was taught, and offer suggestions for improvement thereon, &c.

At the close of the session the mark awarded for aptitude to teach is determined, partly by the Model School Report (the blank form is given above), partly by the success and energy with which each student conducts the class recitation in presence of the Masters of the Normal School, and partly by the general character for ability and energy he has earned for himself during the term.

## SPECIMENS OF NORMAL SCHOOL EXAMINATION PAPERS.

## No. 1.

## EXAMINATION PAPERS FOR ENTRANCE EXAMINATION.

## ARITHMETIC—JUNIOR DIVISION.

1. Write down as one number seven trillions two millions seventy thousand and one, and seven hundred and twenty thousand five hundred and six *tenths of trillionths*.
2. Reduce 7161714 inches to acres.
3. Divide 714·37 by ·00694 and carefully mark the position of the decimal point.
4. Find the value of  $7\frac{3}{4} + 9\frac{1}{7} - 6\frac{3}{5} + 1\frac{1}{2} - 11\frac{3}{8} - 6\frac{2}{5} - 9\frac{7}{14} + 16\frac{5}{16}$ .
5. Find the *l. c. m.* of 3, 6, 9, 12, 15, 18, 24, 27, 30, 36, 48, 45, 60 and 72.
6. Divide \$791·86 between A, B and C, so as to give C \$91·86 more than three-fifths of the shares of the other two; and so as to give A \$50·80 cents less than B.
7. Find the value of  $\frac{7\frac{3}{5}}{9\frac{2}{3}} \times \frac{8\frac{2}{7}}{4\frac{1}{2}} + 2\frac{6}{3\frac{5}{7}}$ .
8. If \$78·96 pay for  $17\frac{1}{2}$  yards of cloth, how much should be obtained for \$125·82 ?

## No. 2.

## ENTRANCE EXAMINATION.

## ARITHMETIC—SENIOR DIVISION.

1. Find the value of  $6\frac{3}{5} + 11\frac{1}{2} - 16\frac{2}{7} - 4\frac{3}{8} - 9\frac{1}{4} + 7\frac{2}{5} - 5\frac{1}{2} + 8\frac{1}{4} - 2\frac{3}{7} + 4\frac{1}{5} - 3\frac{1}{7} + 20\frac{4}{7}$ .

2. Divide \$7169·82 among A, B, C and D, so as to give A \$169·82 more than  $\frac{2}{5}$ ths of the other three shares ; B \$20·40 less than half the remaining two shares, and C \$7·80 more than D. What is the share of each ?
  3. Divide 71·417 by .98762 duodenary scale, and carefully mark the position of the separating point in the quotient.
  4. Find the cube root of  $716\frac{9}{19}\frac{1}{3}$  true to two places to the right of the separating point.
  5. Find the l. c. m. of all the multiples of 4 and 5 from 4 to 64 inclusive.
  6. In what time will any sum of money amount to  $10\frac{1}{2}$  times itself at  $6\frac{3}{4}$  per cent., simple interest. Answer in years, months and days.
  7. If 7 men in 5 weeks, working 6 days per week, and  $10\frac{1}{2}$  hours per day, can dig 40 acres of land, how much ought 11 men dig in 7 weeks, working 5 days per week, and  $11\frac{3}{4}$  hours per day ?
  8. Find the value of .627625 of £5 17s. 6d.
  9. What sum must be put on the face of a note, drawn for three months, in order that, discounted at once by the bank at 7 per cent. per annum, its immediate proceeds may be \$888·88 ?
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## No. 3.

## ENTRANCE EXAMINATION.

## GRAMMAR AND COMPOSITION—JUNIOR DIVISION.

1. Of how many syllables may a word consist ?
2. Give a general rule for dividing words into syllables.
3. How may COMMON NOUNS be made equivalent to PROPER NOUNS ?
4. Explain, by example, what is meant by PERSONIFICATION.
5. (a) Wha is meant by an Appositive ? (b) What is the rule affecting such a word ?
6. Parse the word "Queen" in the following : The Queen of England's Crown.
7. How do the REFLEXIVE and the RECIPROCAL Pronouns differ from one another ?
8. How do the Progressive and the Emphatic forms of a verb differ ?
9. (a) How does the INFINITE MOOD differ from the others with respect to its subject ?  
    (b) Parse "him" in the following: I saw him do it.
10. (a) What tenses are known by thair signs ? (b) What are those signs ?
11. Analyze the following, and parse the words in italics :  
*"At length all is over; the redoubt has been recovered; that which was lost is found again; the jewel which had been made captive is ransomed with blood. Crimsoned with glorious gore the wreck of the conquering party is relieved and at liberty to return."*—DE QUINCY.

## COMPOSITION.

Write a short composition on the following subject :—"Should a parent be compelled to educate his children ?"

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## No. 4.

## ENTRANCE EXAMINATION.

## GRAMMAR AND COMPOSITION—SENIOR DIVISION.

1. State clearly the specific duty of each division of Grammar.
2. (a) Name the Parts of Speech that are inflected. (b) Define those Parts of Speech.  
    (c) Give the inflections which belong to each.

3. Write the plural of each of the following Nouns, giving your reason for the spelling : Stomach, latch, hero, alkali, index, cherub, dilettante.
4. Compare three adjectives *regularly* and three *irregularly*.
5. (a) Inflect the Personal Pronouns in the *Plural*. (b) Name the COMPOUND RELATIVE, the RECIPROCAL and the INDEFINITE PRONOUNS.
6. Why cannot INTRANSITIVE VERBS have a *Passive Voice* ?
7. Name the *Simple* and the *Compound* Tenses.
8. Conjugate the following Verbs, stating whether they are *Regular* or *Irregular* : Run, cleave, begin, fall, fell, arrive.
9. Analyze the following, and parse the words in italics : The *science which teaches* the rights and duties of men and of States has, in *modern* times, been called "the law of nature and nations." Under *this* comprehensive title *are included* the rules of morality as they prescribe the conduct of private men towards *each other* in all the various relations of human life ; *as* they modify the intercourse of independent commonwealths in peace, and *prescribe* limits to their hostility in war.

#### COMPOSITION.

Write a short Composition on the following subject : "Should a parent be compelled to educate his children?"

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No. 5.

#### ENTRANCE EXAMINATION.

#### GEOGRAPHY—JUNIOR DIVISION.

1. Name and define the GREAT CIRCLES that may be conceived to be drawn upon the Globe.
2. (a) What do you understand by the axis of the earth moving parallel to itself?  
(b) What angle is measured by the arc of  $23\frac{1}{2}$  degrees ?
3. How are degrees of LONGITUDE reduced to statute miles ?
4. Give the boundaries and political divisions (with capitals) of EUROPE.
5. Sketch the water system of NORTH AMERICA.
6. Give the exact position of the following :—

LAKES—Constance, Baikal, Titicaca.

CAPIES—Catouche, Race, Naze, Severo.

CITIES—Berlin, Edinburgh, Kingston, Quebec.

GULFS, &c.—Lyons, Genoa, Darien, St. Matthias.

STRAITS—San Juan de Fuca, Bonifacio, Magellan.

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No. 6.

#### ENTRANCE EXAMINATION.

#### GEOGRAPHY AND HISTORY—SENIOR DIVISION.

#### GEOGRAPHY.

1. Give the position of the TROPIC of CAPRICORN and the ARCTIC CIRCLE, and state of what each is the limit.

2. (a) What is meant by the *plane* of the earth's orbit? (b) What is the position of the earth's axis with respect to this plane?
3. Explain the terms APHELION and PERIHELION.
4. What is meant by the SUN'S DECLINATION?
5. Explain the formation of DEW.
6. What does the term 'Rock' embrace in Geology?
7. What is the position of rocks belonging to the TERTIARY FORMATION?
8. Sketch briefly the water system of ASIA.
9. Give the boundaries of S. AMERICA; also give its countries, with their relative position, and capitals.
10. What Islands lie off the east coast of each of the Continents?
11. Name the Capes in EUROPE and AMERICA that run *South*.

### HISTORY.

1. Give a brief sketch of the Israelites under the government by Judges.
  2. (a) Name the seven traditional kings of Rome. (b) When did the Republican and the Imperial form of Government respectively cease? (c) Give names of the Triumvirs with dates.
  3. Sketch briefly the *third* invasion of Greece by the Persians.
  4. Give dates: The Norman conquest; the introduction of Printing; the dissolution of the Long Parliament; the death of Napoleon; the accession of Queen Victoria; the confederation of the Provinces of Canada.
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No. 7.

### ENTRANCE EXAMINATION.

#### ALGEBRA—SENIOR DIVISION.

1. Resolve  $a^{33} - m^{33}$  into the greatest possible number of elementary factors.
  2. Simplify  $a - \left\{ -(-a-m) \right\} - \left\{ -(-\left\{ -(-\left\{ -(-a)-m \right\} - a) - a \right\} - m) \right\}$
  3. Simplify  $3(a-2b)(a+2b) - 7(3a-2b)^2 - 4(3a+2b)^2 - 5(3a-5b)(5b+3a) - 4(2a-7b)(7b-2a)$ .
  4. Divide  $34a^2x^3 + 12a^5 - 22a^4x + 21ax^4 - 25a^3x^2$  by  $4a^2 - 2ax - 7x^2$ .
  5. Find the G. C. M. of  $10x^4 - 29x^3 + 16x^2 - 15x$ , and  $6x^5 - 19x^4 + 4x^3 + 15x^2$ .
  6. Given  $4x - \frac{7x-3}{7} + \frac{3\frac{1}{2}-11x}{5} = \frac{7x-13}{5} - \frac{3x+16}{3\frac{1}{2}}$  to find the value of  $x$ .
  7. Given,  $3x - 4y = 16$ , and  $4x + 7y = 4m$ , to find the values of  $x$  and  $y$ .
  8. Find a number such that, the right hand digit being the greater by 2, when 18 is added to the number its digits are inverted.
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### SPECIMENS OF NORMAL SCHOOL EXAMINATION PAPERS FOR CERTIFICATES.

TIME (IN MOST CASES), THREE HOURS.

No. 1.

#### ARITHMETIC—JUNIOR DIVISION.

1. Give and prove the rule for finding what principal will amount to a given sum at a given rate per cent. in a given time.
2. Give and prove the ordinary rule for Equation of Payments.

3. Prove that if any four quantities are in proportion the sum of the first and second is to their difference as the sum of the third and fourth is to their difference.
4. Define what is meant by "Compound Proportion."
5. Give and prove a rule for finding the Greatest Common Measure of two or more numbers.
6. What multiplier in the *quaternary* scale will make the sum 4·27 *octenary* and 5·35 *senary* equal to unity?
7. In what time will any sum of money amount to 16·913 times itself at 7·29 per cent. simple interest? Answer in years, months and days.
8. Extract the Cube Root of  $727\frac{197}{375}$  *duodenary*, true to two places to the right of the separating point.
9. If 11 men in 5 weeks, working  $9\frac{3}{4}$  hours per day, can dig 75 acres of land, how much land ought to be *trenched* in 7 weeks by 16 men, working 6 days per week and  $8\frac{1}{2}$  hours per day, assuming that it takes as long to trench one acre as to dig 2 acres, 1 rood, 15 perches?
10. Find the *l. c. m.* of all the multiples of 5 and 6 from 5 to 35 inclusive.
11. I own \$40000 Montreal Bank Stock, and I instruct my agent to dispose of it at a premium of 35 per cent., and after deducting his commission on the sale, at  $2\frac{1}{4}$  per cent., and his brokerage on the ensuing purchase at  $\frac{7}{8}$  per cent., invest the balance in Montreal Insurance Company's Stock at a premium of 25 per cent.—now, if the M. B. pays a dividend of 14 per cent., and the M. I. Co. a dividend of 10 per cent. per annum, what difference does the transaction make in my income?
12. Find the value of 0·625625 of 2 lbs., 4 oz., 1 scr.
13. What is the difference between  $\frac{2}{7}$  of 35 of  $\frac{4}{9}$  of  $\frac{81}{160}$  of  $\frac{7}{8}$  of £2 16s. 8d., and  $\frac{3}{19}$  of 5·7 times  $\frac{4}{11}$  of  $\frac{22}{27}$  of  $\frac{9}{10}$  of  $\frac{1}{6}$  of \$5·00.
14. Find how many bushels of wheat worth 90 cents there are in a 1000 bushels of a mixture worth 95 cents, and containing also wheat worth 98 cents, 92 cents and 85 cents per bushel.

## No. 2.

## ARITHMETIC AND MENSURATION—SENIOR DIVISION.

1. Give and prove the common arithmetical rule for finding the time at which any sum of money will amount to a given number of times itself at a given rate per cent., Compound Interest.
2. Give and prove a rule for finding the number of terms in a geometrical series when the first term, last term and common ratio are given.
3. Explain the origin of the constant multipliers used in the extraction of the cube root.
4. What are logarithms? Give and prove the rule for determining the characteristic of a logarithm.
5. Give and prove a rule for summing an arithmetical series when the last term, first term, and number of terms are given.
6. What multiplier in the senary scale will make 4·34 *quinary* greater by unity than 4·37 *octenary*?
7. Extract the square root of  $4271\frac{3129}{4175}$  *undenary* true to three places to the right of the separating point.
8. A merchant in Toronto wishes to remit \$6198·80 to London, and direct exchange is at a premium of  $9\frac{3}{4}$  per cent. He finds that he can remit to Paris at  $18\frac{1}{4}$  cents per franc, thence to St. Petersburg at 4 francs per ruble, and thence to London at  $5\frac{1}{4}$  rubles per £ sterling. He also finds that he can remit to St. Petersburg at 72 cents per ruble, thence to Hamburg at 49 rubles for 100 mares banco, and thence to London at 1s. 5d. sterling per marc banco. How had he better remit, and what advantage does he gain by either route?

9. Give the logarithm of  $\frac{4}{5} = \overline{1.903090}$ ; log. of  $\frac{2}{7} = \overline{1.455932}$ ; log.  $\frac{7}{9} = \overline{1.890855}$ ; log.  $\frac{3}{11} = \overline{1.435728}$ . Find logarithms of 5, 12,  $50\frac{2}{5}$ , and 4.312.
10. In what time will any sum of money amount to  $9\frac{6}{25}$  times itself at 8 per cent. per half year, Compound Interest?
11. Find the value of 72 acres, 3 roods, 37 perches, 15 yards, 1 foot, 18 inches of land at \$7.60 per acre.
12. Find a number such that when its  $\frac{2}{7}$  is increased by 11, the sum is greater by 5 than its  $\frac{5}{8}$  diminished by 60.
13. What sum must be put on the face of a note drawn at 7 months, 14 days, in order that discounted by the bank at rate of 7 per cent. per annum, its immediate proceeds may just pay the premium of insurance at  $4\frac{1}{2}$  per cent. on property worth \$25000?
14. What is the present value of a freehold estate whose rental is \$125 per annum, allowing the purchaser 7 per cent. compound interest for his money?

### MENSURATION.

- Find the area of an elliptical field whose axes are 400 and 600 links.
- How many acres, roods, &c., are there in an equilateral field whose base is 500 yards in length?
- Find the number of rolls of paper each 8 yards long, and  $21\frac{1}{4}$  inches wide, it will take to paper a room 11 feet high (above surbase), 70 feet long, and 38 feet wide, allowing one-fourth of an inch for lap.
- A circular cistern 8 feet deep is to be constructed so as to hold the water contained in a rectangular vat  $8 \times 7 \times 6$  feet, required, the diameter of the circular cistern.
- Find the surface and solidity of a sphere whose diameter is 50.
- Find the area of a sector of a circle whose arc contains  $60^\circ$ —the radius of the circle being 100.

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### No. 3.

#### GRAMMAR—JUNIOR DIVISION.

- Define LANGUAGE and GRAMMAR as an *Art* and as a *Science*. Specify clearly the province of each of the four chief divisions of Grammar.
- In this and the preceding question classify the words according to *formation*, and point out those that are of *classic* origin.
- Give the *Etymological* meaning of each PART OF SPEECH.
- In what ways may adjectives be formed so as to express either the *absence* of a quality or its *presence* in a small degree?
- Make the following statements consistent with facts:
 

“We have in English six cases of nouns.”  
“The’s cannot be a contraction of ‘his,’ for it is put to female nouns.”—JOHNSON.
- Explain *etymologically* the following words:—What, how, whence.
- What test may be applied to determine the *indefinite* use of the *relatives*?
- Of what value is each inflection that belongs to the VERB as a separate PART OF SPEECH?
- Explain what is meant by the HISTORICAL PRESENT.
- (a) Shew by examples that the form of a word is no guide as to its proper class. (b) Also that the mere change in the position of the accent will affect the part of speech.
- (a) Analyze syntactically the following passage. (b) Parse the words in italics. (c) Analyze etymologically those marked\* :—

“I would they were (basilisks) that I might die at once ;  
For now they kill me with a *living* death.  
Those eyes of *thine* from *mine* have drawn salt tears ;  
Sham’d their aspects\* with stores of childish\* drops ;  
These eyes which never shed remorseful\* tear,  
No, when my father York, and Edward wept

*To hear the piteous\* moan that Rutland made,  
When black-faced Clifford shook his sword at him :  
Nor when they warlike fathers like a child,  
Told the sad story of my father's death,  
And twenty times made pause to sob and weep,  
That all the standers by had wet their cheeks  
Like trees bedashed\* with rain."—SHAKSPEARE, Rich. III.*

12. Correct or justify the following, giving in each case your reason :—

"How happy it is that neither of us were ill in the Hebrides."—JOHNSON.  
"She was calling out to one or another at every step that habit was ensnaring them."—IB.  
"When the motives whence men act are known."—BEATTIE.  
"With such a spirit and sentiments were hostilities carried on."—ROBERTSON.  
"The terror of the Spanish and the French Monarchies."—BOLLINBROKE.

13. (a) Apply rules of Syntax to all these quotations. (b) Parse the words in italics :

"Nor never seek prevention of thy foes."  
"And go we to attire you for our journey."  
"And yet, good Humphrey, is the hour to come  
"That I e'er proved *thee* false."  
"How insolent of late he *is become*."  
"She sweeps it thro' the court with troops of ladies."  
"I will, if that my failing breath permit."  
"Good my Lord of Somerset."—SHAKSPEARE.

### No. 8.

#### GRAMMAR—SENIOR DIVISION.

1. Give generic terms for the particular things enumerated : Father, sun, ox, hands, black, three, run.  
2. Give three nouns of Latin origin, and three of Greek, that are imperfectly naturalized in the English.  
3. Explain the words in italics :

They were stoned to death as a *document* unto others.—RALEIGH.  
Wicked men are not *secure* when they are safe.—TAYLOR.  
That flames of fyre he threw forth from his large *nosthrill*.—SPENSER.  
'The other (executioner) cut off her head, which, falling out of its attire, *discovered* her hair already grown gray.—ROBERTSON.

4. State the threefold office of ETYMOLOGY.  
5. How would you prove the number of *Alms, Riches, Amends*?  
6. Of what case is *Him* etymologically ? Of what case in ordinary Syntax ?  
7. When 'as' is used as an uninflected relative, what must be the construction of the antecedent part of the sentence ?  
8. What is the test for the *indefinite* use of the relative 'what' ?  
9. Parse the italicized words :

*What time* I am afraid, I will trust in Thee.—BIBLE.  
Unsure to *whether* side it would incline.—SPENSER.  
*What* though not at all, &c.—AKENSIDE.

10. How would you treat the italicized words ?

It takes place twice *a year*.  
*The more the better*.  
I expect to leave *to-morrow*.  
It happened two years *ago*.

11. (a) Give an example of a Simple Pronoun used *reflexively*.  
(b) Explain what is meant by the use of the 'abstract' for the 'concrete'.  
(c) What do you understand by the restrictive relative absorbing the antecedent ?  
Give an example.  
12. How do you account for the appearance of the relative 'which' where the masculine form might be looked for ?

e.g.—And bind *the* boy, which you shall find with me.—SHAK.

13. What names are preferable to REGULAR, IRREGULAR, PRESENT and PAST PARTICIPLE, and why ?

14. Compare these two constructions :

The man that hath no music in himself,  
Nor is not moved with sweet concord of sound.—SHAK.

Nor did the battle-din not reach the ears  
Of Nestor, o'er the wine-cup.—ILIAS (Derby's.)

15. Why is it convenient to divide CONJUNCTIONS into *Co-ordinate* and *Subordinate* ?

16. How may phrases containing ‘Verbal Prepositions’ be treated Syntactically ?

17. Shew by examples that the mere Connective is no guide as to the kind of sentence.

18. Explain fully what is meant by INDIRECT OBJECT, MIDDLE VOICE, CLAUSE, OPTATIVE SENTENCE.

19. When two nominatives, one *affirmative* and the other *negative*, are connected, so as to form two propositions, what is the construction of the Verb ?

20. Illustrate fully the use of the PREDICATE ADJECTIVE.

21. (a) ‘Like’ is the only adjective that governs a case. Is this correct ?

(b) Illustrate the plan of analyzing, when this word is used, (1) as an adjective ; (2) as an adverb.

22. How would you defend the construction of these lines ?—

Casca, you are the first that *rears your* hand.—SHAK.  
You know that you are *Brutus that speak* thus.—Do.

23. Shew by examples the ambiguity that accompanies the ANALYTICAL GENITIVE.

24. How would you analyze such sentences as these ?—

Our land, our lives, our all are Bolingbroke's.—SHAK.  
His the city's pomp, the rural honors his.—AKENSIDE.  
Thine, Chantrey, be the fame.—BOWLES.

25. Analyze etymologically the following words : Surprise, Contemplating, Metayphysics, Depositary, Consideration, Epitaph.

26. (a) Analyze the following selection. (b) Parse the words in italics :

Accurs'd be he ! Would that th' immortal gods  
So favor'd him as I ! Then should his corpse  
Soon to the vultures and the dogs be given !  
By whom am I of many sons bereay'd,  
Many and brave, whom he has slain or sold  
To distant isles in *slavery*. \* \* \* \*  
If haply yet they live, with brass and gold  
Their ransom shall be paid. \* \* \* \*  
But to the viewless shades should they have gone,  
Deep were their mother's sorrow and my own.  
But of the gen'ral *public*, well I know,  
Far lighter were the grief than if they heard  
That thou hadst fallen beneath Achilles' hand.  
\* \* \* \* That the young *should fall*  
Victim to Mars, beneath a foeman's spear,  
Is only natural ; and if he *fall*  
With honor, though he die, yet glorious he !  
But when the hoary head and hoary beard,  
And naked corpse to *rav'ning* dogs are given,  
No sadder sight can wretched mortals see.

HOMER'S ILIAD (Derby's Translation.)

## No. 5.

### COMPOSITION, &c.—BOTH DIVISIONS.

TIME—ONE HOUR AND A HALF.

1. Write a composition on one or other of the following subjects :—

1. How far may Impositions be advantageously introduced into the discipline of the School Room?
2. The difference between Mechanical and Intellectual Teaching.
2. Explain the following :—
  1. Like the winged-God's breathing from his flight.—WILLIS.
  2. And lands for which the Southern Cross hangs its orb'd fires on high.
  3. Canadian Hippiases have done much to retard its progress.—RYERSON.
  4. If the chariot and the horses had been vouchsafed for Nelson's translation, &c.—SOUTHEY.
  5. He (Nelson) has left us not indeed his mantle of inspiration, &c.—SOUTHEY.
  6. That painter whose son has since raised himself by his genius to be a principal light and ornament of the same Assembly.—MAHON.
  7. *The scene was changed.* It was a lake, with one small lonely isle.—BELL.
  8. He was rearing on Mount Royal the *fleur-de-lis* and Cross.—MCGEE.
  9. Her (Athens) temples have been given up to the successive depredations of Romans, Turks, and Scotchmen.—MACAULAY.
  10. Dark with eagles is the sunlight.—ANON.
  11. And the Fox stands—crowned mourner,—by the Eagle's hero Clay.—ANON.
  12. He realizes out there at sea the fable of Antaeus and his mother Earth.—MAURY.

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No. 6.

EDUCATION—BOTH DIVISIONS.

1. What do you understand to be included under each of the following heads ? viz. :—
  - I. School Organization.
  - II. Method of Teaching.
  - III. School Government.
2. State how you would organize a mixed school of 360 pupils, with six teachers—the sexes to be taught separately. State in your answer,
  - I. What you would make the basis of classification.
  - II. Into how many divisions and sub-divisions you would form your pupils.
  - III. What are the building accommodations necessary for such a school.
  - IV. What principles should guide you in the construction of a Time Table for such a school.
3. Describe the VISITORS' BOOK and TEACHERS' CASE Book, explaining the use of each, and mode in which it should be kept.
4. Describe the mode of seating a gallery and school room to accommodate 60 children each, stating dimensions, &c.
5. How would you teach the following subjects in school ?
  - I. Geometry to a class of beginners.
  - II. Arithmetic } to advanced classes.
  - III. Spelling }
6. Describe the principal expedients you would employ to secure *intelligence* in reading on the part of your pupils. State why you think it is of more importance that they should be intelligent readers than that they should be expressive readers.
7. Describe briefly the rules under which you would feel at liberty to make use of the following punishments in your schools, viz. :—
  - I. Corporal punishment.
  - II. Suspension and dismissal.
  - III. Detention after hours, and imposition of tasks.
  - IV. Appeals to the public opinion of your school.

8. What modes of reward do you approve of in the management of a school ? State the limitations under which each should be used.  
 9. How would you proceed in each of the following cases :—

- I. Truancy is prevalent in your school.
- II. You suspect your pupils of being dishonest in their daily reports as to perfect recitations, &c.
- III. Your pupils are in the habit of defacing the school premises.

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No. 7.

GEOGRAPHY—JUNIOR DIVISION.

1. How does POLITICAL GEOGRAPHY differ from PHYSICAL ?
2. (a) In what direction does the Earth move ? (b) As the result of this motion, how is the Sun affected ?
3. Explain by diagram what you understand by the inclination of the Earth's Axis.
4. When the day is 14 hours long at any place ? (a) What is the position of the Sun ? (b) What portion of the parallel of latitude of that place is within the *darkened hemisphere* ?
5. In what Sign of the Zodiac is the Sun during the VERNAL EQUINOX and the SUMMER SOLSTICE ?
6. Why is the orbit of the Earth *Elliptical* ?
7. How is the exact position of a place ascertained ?
8. Illustrate by diagram the method of determining Latitude at Sea.
9. From the following data make the necessary calculations, M. A.  $65^{\circ}45'$ , S. D.  $12^{\circ}12'$ , LONG.  $142^{\circ}15'$  E.
10. If two places are situated on *different* meridians, and in *different* hemispheres, how may the distance between them be determined upon a Globe, and reduced to Statute Miles ?
11. Name and define the different imaginary lines drawn through places of *equal* temperature.
12. An enormous quantity of water is carried off by evaporation in the tropical regions, thus disturbing the equilibrium of the Seas—How is this equilibrium restored ? What effect has the rapidity of the earth's revolution ?
13. What beneficial effect in the oceanic economy has the cushion of cold water that underlies the Gulf Stream ?
14. What facts have led to the conclusion that the interior of the earth is a molten mass ?
15. (a) Name the existing Volcanoes in EUROPE. (b) What islands in the Pacific are sites of Volcanic action ?
16. (a) What is the motion of the land during an Earthquake ? (b) In what celebrated Earthquake were two distinct motions felt ?
17. How does a FORMATION differ from a SYSTEM ?
18. What fossils are found in the OOLITIC FORMATION ?
19. How does Sir C. Lyell divide the TERTIARY FORMATION ?
20. Sketch the Water System of S. AMERICA, explaining what is meant by the *Bore* of the Amazon, and the *Cassiquiare*.
21. (a) Give the *Eastern* boundary of all the Continents. (b) Give the respective positions of all the countries of S. AMERICA, together with the Capital of each. (c). Name the Counties (with County Towns) bordering upon LAKE ONTARIO.
22. Name the different peninsulas of the OLD WORLD, with the terminating point of each.

## No. 8.

## GEOGRAPHY—SENIOR DIVISION.

1. (a) Explain what is meant by the CURVATURE OF THE EARTH. (b) At what height must a person of average stature be placed that he may see the surface of the earth at a distance of *nine miles*?
2. How would you illustrate to a class the difference between the EARTH'S ORBIT and the PLANE OF ITS ORBIT?
3. How would you illustrate the position of the chief lines supposed to be drawn upon the globe?
4. What connection is there between the words ECLIPTIC and ECLIPSE?
5. The respective position of the earth and the sun during the *winter* season?
6. (a) Upon what does the length of a degree depend? (b) Two places are situated on the same parallel, say  $10^{\circ}$  N., and under the same meridian, one *East* and the other *West*, how far apart in *statute miles* are the places?
7. In calculating *Latitude* at sea, what do we determine by means of M. A. and S. D.? Illustrate your answer by diagram.
8. Explain the terms FLOOD TIDE, HIGH WATER, and LOW WATER.
9. Why is HIGH WATER later on the *Eastern* than on the *Western* coast of the British Isles?
10. Describe the *Sea of Sargasso*.
11. At what height above the surface of the earth, and why does the atmosphere cease to reflect the rays of light from the sun?
12. (a) What is the position of the ZONE OF CALMS? (b) When does it attain its greatest width?
13. (a) Name the four kinds of rock, and give Lyell's theory as to the time of their formation. (b) Explain the term *hypogene*.
14. State Lyell's tests for determining the age of any given set of strata.
15. Distinguish between *alluvium* and *diluvium*.
16. Give the boundaries, political divisions, with capitals, and *chief* physical features of EUROPE.
17. Give the ancient name for the more important Countries, Rivers, &c., of EUROPE.
18. Give the exact position of the following:—

CITIES.—Rio Janeiro, Richmond, Pekin, Quito.

TOWNS.—St. Catharines, Brockville, Windsor, Cobourg.

ISLANDS.—Sumatra, Socotra, Vancouver, Chiloe.

STRAITS.—Magellan, Palk's, San Juan de Fuca, Belle-Isle.

19. The Counties (with County Towns) bordering (a) on the RIVER OTTAWA and (b) on LAKE HURON.
20. How may a cargo of tea be brought, without transhipment, from *Canton* to *Toronto*?

## No. 9.

## HISTORY—JUNIOR DIVISION.

1. EGYPT.—With what date does each convenient sub-division of the history close? Construct a Chronological table embracing the following dates: B.C. 971, 660, 610, 340, 306.
2. PHOENICIA.—To what powers was this country from time to time subject? Which were its most famous cities?
3. CARTHAGE.—1. Sketch the history of this city down to its first treaty with Rome. 2. Give a brief sketch of the first Punic war.

4. LYDIA.—1. Name the different dynasties that ruled over this country, with the date for the end of each. 2. Name and date of the last King?
5. GREECE.—1. Explain the nature of the AMPHICHTYONIC COUNCIL. 2. Explain carefully the DORIC INVASION. 3. Give a brief sketch of the Persian Invasion. 4. Construct a Chronological table embracing the following dates : 884, 776, 594, 431, 394, 338, 146.
6. MACEDONIA.—1. Sketch the history of ALEXANDER'S career. 2. How was his kingdom divided after his death?
7. ROME. 1. Give a brief outline of the constitution of SERVIUS TULLIUS. 2. How many years did the *Republican* form of Government last? 3. Give brief notes on the following names : TITUS, ADRIAN, ELAGABALUS, HONORIUS, ODOACER.
8. SCRIPTURE.—1. At what date did the theocratic form of Government cease? 2. Give dates for the kings that reigned before the division? 3. How many kings reigned over JUDAH? 4. Give dates for the dissolution of each of the separate kingdoms.
9. MEDIÆVAL.—1. Trace the rise and the fall of the KINGDOM OF THE LOMBARDS. 2. Give facts for the following dates : 622, 632, 709, 711, 753, 755, 800, 841. 3. Sketch briefly the *third* and the *eighth* Crusade. 4. Explain the terms GUELPHS and GHIBELLINES. 5. What do you understand by the GREAT SCHISM OF THE WEST?
10. MODERN.—1. When and by whom were the MAMELUKES exterminated? 2. Give dates for the following : BATTLES—AUSTERLITZ; LODI; The PYRAMIDS. 3. How are the years 1815 and 1821 marked in the history of NAPOLEON? 4. Give date for the Confederation of the Provinces of Canada.

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No. 10.

HISTORY—SENIOR DIVISION.

1. EGYPT.—1. What incident (with date) in the early history of this country has been revived by a late occurrence? 2. How did JOSIAH become involved in war with NECHO?
2. CARTHAGE.—Summarize the incidents of the *First* and *Second* PUNIC WARS.
3. GREECE.—1. What do you understand by the HEROIC PERIOD? 2. Prove that the RETURN OF THE HERACLEIDÆ is not purely mythical. 3. The cause, number, and duration of the MESSENIAN WARS? 4. Construct a Chronological Table embracing the following dates : B. C. 1209, 527, 405, 362.
4. ROME.—1. Give brief Notes on the following names : ROMULUS, TARQUIN I., APPIAS CLAUDIUS, PYRRHUS, FABIUS (Cunctator). 2. Sketch briefly the civil war between MARIUS and SYLLA. 3. What incident marks the battle of ZELA? 4. Assign events to the following dates : B. C. 500, 451, 190, 133, 107, 42. 5. Explain these terms : CONSUL, DECEMVIRI, TRIBUNES, LUSTRUM.
5. SCRIPTURE.—1. The first servitude of the Israelites *after* the Exodus, and the cause? 2. Who was the deliverer in the last? 3. How long did the undivided kingdom last? 4. (a) How many Kings ruled over each separate kingdom? (b) Give the name and the date of the first and the last in each.
6. ENGLAND.—1. What English Kings took part in the Crusades? 2. How may the reign of JOHN be divided? 3. Give a brief sketch of the reign of EDWARD II. 4. What was the TREATY OF TROYES? 5. How many representatives were there of the House of PLANTAGENET? 6. What was the object of the meeting entitled “The Field of the Cloth of Gold?” 7. What claim had MARY QUEEN OF SCOTS to the English throne? 8. Note anything peculiar in the marriage of the children of JAMES I. 9. Explain the expression, THE LONG PARLIAMENT.
7. CANADIAN.—1. Under whose patronage did CARTIER and CHAMPLAIN visit this country? 2. What British Officers were from time to time engaged in the capture of QUEBEC? 3. What Treaty closed the SEVEN YEARS' WAR? 4. Where and when did the first Upper Canada Parliament meet? 5. Give date for assembling of first CANADIAN Parliament? 6. What battles closed the Campaign of 1813?

8. MIXED.—1. The result of the Treaties of VERDUN, MUNSTER, ZURICH ? 2. (a) In what year did the Moors and Arabs unite ? (b) When did they aid the Spanish King ? 3. The nature of the PRAGMATIC SANCTION of 1724 ? 4. Give a brief sketch of the THIRTY YEARS' WAR. 5. Give date of the first and the last Crusade.

No. 11.

ALGEBRA—JUNIOR DIVISION.

1. Divide  $5a^2x^6 - 30a^4x^4 + 21a^6x^2 - 26a^5x^3 + 22a^3x^5$  by  $3a^3x - 2a^2x^2 - 5ax^3$ .
2. Resolve  $a^{90} - m^{90}$  into the greatest possible number of elementary factors.
3. Simplify  $a - \{a - (-a - m)\} - \{ -(-\{ -(-\{ -(-2a) - 3m\}) - 4a) - 5m\} - 6a - 7m\}$
4. Find the value of :—  

$$\frac{3a^2b - c^2d + 2}{f(a+c) - (2c+b)} + \sqrt[3]{cf(a+b)d} - \frac{(df - c^3 + a)^{24}}{\{abc - (f-d)\} \{bcd - (3f-a-b)\}}$$
  

$$+ \frac{ab^2m}{cd}, \text{ where } a=1; b=2; c=4; d=9; f=16; \text{ and } m=0.$$
5. Simplify  $(2a-3b)(2a+3b) - 7(3a-2b)^2 - 11(4a-b)(b-4a) - 2(4a+5b)^2 - 5(3a-7b)$   

$$(7a+3b) - 9(5a-4b)(4b+5a).$$
6. Simplify  $\frac{x^2 - 9x + 14}{x^2 + x - 6} - \frac{x^2 - 2x - 15}{x^2 - 15x + 50} - \frac{x^2 - 11x + 10}{x^2 - 8x + 7}.$
7. Find the G. C. M. of  $2 - 7x - x^2 + 13x^3 + 5x^4$  and  $30x - 85x^2 - 75x^3 + 190x^4 + 150x^5$ .
8. Find the value of  $1 - \frac{1}{1 - \frac{1}{1 - \frac{1}{1 - \frac{1}{1 - \frac{x-a}{x+a}}}}}$
9. Prove that a simple equation can have one root,
10. If  $\frac{a}{b} = \frac{c}{d}$  prove that  $\frac{ma \pm nb}{15a \pm 17b} = \frac{mc \pm nd}{15c \pm 17d}$ .
11. Given  $4x - \frac{3x+7}{5} - \frac{\frac{1}{2}(3x-1)}{3} = \frac{\frac{3}{5}(2x-1)}{2} - \frac{\frac{4}{3}(2x-9)}{1\frac{1}{2}}$  to find the value of  $x$ .
12. Given  $3x - y + z = 14$ ;  $2x + 3y - z = 19$ ; and  $4x - 3y - 2z = m$ , to find the value of  $x$ .
13. Find the cube root of  $84x^5 - 24x^4 + 8x^3 + 125x^9 - 150x^8 + 210x^7 - 128x^6$ .
14. Find the L. C. M. of  $a-x$ ;  $a+x$ ;  $2(a^2 - x^2)$ ;  $4(a^2 + x^2)$ ;  $6(a^3 + x^3)$ ;  $8(a^3 - x^3)$ ;  $10(a^6 - x^6)$ ;  $12(a^6 + x^6)$ ;  $16(a^2 - ax + x^2)$ ;  $20(a^2 + ax + x^2)$ ;  $25(a^4 + a^2x^2 + x^4)$ ;  $30(a^4 - a^2x^2 + x^4)$ ; and  $40(a^5 \pm a^4x + a^3x^2 \pm a^2x^3 + ax^4 \pm x^5)$ .
15. Find the coefficients of  $x^6$  and  $x^9$  in the expansions of
  - I.  $(2a - x)^7$ .
  - II.  $(1 - \frac{1}{2}x + \frac{1}{3}x^2 + 2x^3 - 3x^4 - x^5 - 2x^6 - 3x^7)^2$ .
16. A farmer can carry with his team to market 27 bushels of wheat and 28 bushels of oats, or he can carry 12 bushels of wheat and 48 bushels of oats. How many bushels of each could he carry ?

## No. 12.

## ALGEBRA—SENIOR DIVISION.

1. Give and prove a formula for finding the number of combinations which can be made out of  $n$  things taken  $p$  together.
  2. Insert 2 Geometrical, 3 Harmonical, and 4 Arithmetical means between  $5\frac{1}{4}$  and  $\frac{1}{3}$ .
  3. Continue the series  $2\frac{1}{2}, 1\frac{1}{4}$  and  $\frac{5}{6}$ , three terms each way, and find the sum of the first 20 terms of the resulting series.
  4. Find the fifth term in the expansion of  $(a^{\frac{1}{2}} - 2b^{\frac{1}{3}})^{\frac{2}{5}}$
  5. Find the square root of  $-1 - 2\sqrt{-2}$ .
  6. Given  $x^2 + y^2 = 52$ , and  $x^2 + xy = 60$ , to find the value of  $x$  and  $y$ .
  7. Form the equation whose roots are  $3, -3, 2, -2, 1, -1$  and  $1 \pm \sqrt{-3}$ .
  8. Prove that a quadratic equation cannot have more than two roots.
  
  9. Rationalize the denominator of  $\frac{-7}{\sqrt{-3} - \sqrt{-5} \sqrt{-7}}$
  10. Prove that the product of any three consecutive numbers in the scale of ten is divisible by 1, 2, 3.
  11. Given that  $x$  equals two quantities whereof one is constant and the other varies as  $y$ , and that when  $x = 4$ ,  $y = 5$  and when  $x = 5$ ,  $y = 11$ ; find the equation between  $x$  and  $y$ .
  12. Prove that if  $A \propto B$  and  $B \propto C$ , then  $A \pm B \propto C$  and  $\sqrt{AB} \propto C$ .
  13. If  $A$ ,  $G$  and  $H$  are the Arithmetical, Geometrical and Harmonical means between  $a$  and  $b$ , prove that  $G > H$  and  $G < A$ .
  14. Give the positive integral solutions of the following indeterminate equation :
$$\begin{cases} 2x - 3y + z = 6 \\ 3x - y + 2z = 25 \end{cases}$$
  15. How many different sums of money may be made out of a crown, a half crown, a shilling, a penny, a farthing, a cent, a ten-cent piece, a twenty-cent piece, and a dollar bill ?
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## No. 13.

## GEOMETRY—JUNIOR DIVISION.

1. Classify triangles according to their angles, and give a definition of each.
2. Define the following terms : THEOREM, HYPOTHESIS, CONVERSE, INDIRECT DEMONSTRATION.
3. Give a positive definition for PARALLEL LINES.
4. The angle contained by two lines drawn from the extremities of a side of a triangle—not the base—is greater than the angle contained by the other two sides.
5. Enunciate the propositions that discuss the properties of exterior angles.
6. Why is the restriction contained in Proposition 33 necessary ?
7. State the various properties of such parallelograms as are discussed by Euclid.
8. To a given straight line apply a parallelogram that shall be equal to given triangle, B. I. 44.
9. In any right-angled triangle the square on the side subtending, &c., B. I., 47. Apply your proof to the case not done in text-book.
10. In figure of Euclid I. 1, let the given line be produced to meet either circle in point P. Shew that the points of intersection of the circles and the point P. are the angular points of an equilateral triangle.
11. Define a RECTANGLE and show the incorrectness of using either Arithmetic or Algebraic notation to represent such a figure.
12. If a straight line be divided into two equal and also two unequal parts, the rectangle, &c., B. II., 5.

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13. In any triangle the square on the side subtending one of the acute angles is less than the squares on the sides containing that acute angle, &c., B. II., 13.
  14. Divide a line as in B. II. 11, and prove that the squares on the whole line and one of the parts are together equal to three times the square on the other part.
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No. 14.

GEOMETRY—SENIOR DIVISION.

1. Define the different kinds of four-sided figures mentioned by Euclid.
  2. (a) In what sense is the word ‘equal’ used by Euclid up to the 35th Proposition? (b) What is the difference between *equal* and *equivalent* triangles?
  3. If the straight line falling upon two other lines make the exterior angle equal to the interior and opposite upon the same side, &c. B. I. 28.
  4. When is a problem said to be *indeterminate*?
  5. If the sides of a triangle be bisected, and lines be drawn through the points of section, adjacent to each angle so as to form another triangle, this shall be in all respects equal to the first triangle.
  6. With what implied restriction may the sign of equality (=) be used in geometrical reasoning?
  7. If a straight line be divided into two parts, the squares on the whole line and one of the parts are equal to twice the rectangle, &c. B. II. 7.
  8. Any rectangle is the half of the rectangle contained by the diameters of the squares on its two sides.
  9. If a straight line passing through the centre of a circle cut obliquely another which does not pass through the centre, the rectangle contained by the segments of the one, &c. B. III. 35.
  10. In the chord of a circle produced it is required to find a point from which if a straight line be drawn touching the circle, the line so drawn shall be equal to a given straight line.
  11. Inscribe an equiangular and equilateral pentagon in a given circle.
  12. In a right-angled triangle if a perpendicular be drawn from the right angle to the base, the triangles on each side of it are similar to the whole triangle, and to each other.
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No. 15.

NATURAL PHILOSOPHY—BOTH DIVISIONS.

1. Describe briefly the difference between the sciences STATICS and DYNAMICS, and explain under what circumstances the problem of the motion of a railway train belongs to the one or to the other.
2. Give the composition of ATMOSPHERIC AIR, and state the sources and uses of each of its constituents.
3. Explain the difference between the ESSENTIAL, ACCESSORY and DISTINCTIVE PROPERTIES of MATTER, and state which of the so-called essential properties belong to matter, whether it be the form of masses or atoms.
4. Enumerate the different VARIETIES of ATTRACTION, and define those which are included under the head “MOLECULAR FORCES;” also state the law according to which the others vary in intensity.
5. Describe briefly the ESSENTIAL DIFFERENCES between SOLIDS, LIQUIDS and GASES, as to the conditions under which they exist; also state the effect which such differences have in modifying the character and properties of the three forms of matter.

6. Briefly describe the structure of each of the following pieces of Apparatus, and also the principles on which it acts : BAROMETER ; SIPHON ; FORCING PUMP ; HYDROSTATIC PRESS, CONDENSING STEAM ENGINE.
7. Explain the origin of the term "a boiler of—horse power."
8. Explain the LAWS which govern the MOTION of a heavy body falling through the air, and investigate a full set of formulas for determining such motion.
9. A piece of pine wood (spec. grav. 0·600) is 4 feet long, 2 feet wide, and 1 foot thick, is made to float in river water, (spec. grav. 1·012) how many cubic inches of iron (spec. grav. 7·750) are required to sink the block of pine, so that its upper surface may be level with the water ?
- I. If the iron is placed on the block.
  - II. If the iron is suspended from the bottom of the block.
10. In what time will a locomotive of 60 horse-power carry a train which weighs 80 tons, through a journey of 90 miles—one third on a level plane, one-third up an incline of 6 in 1000, and one-third down an incline of 7 in 2000—taking friction as usual and the average atmospheric resistance as 250 lbs ?
11. A bubble of air having a diameter of 1 inch, starts from a point 400 feet below the surface of the sea, (spec. grav. 1·030)—what will be its diameter when it reaches the surface ? State the principles in Pneumatics, which are involved in the solution of this problem.
12. A cannon ball is fired vertically with an initial velocity of 1200 feet per second, required :—
- I. How far it will rise.
  - II. In what time it will again reach the ground.
  - III. Its velocity and position at the end of the 10th second of its flight.
13. What power will sustain a weight of 750000 lbs., by means of a differential screw—whose power lever is 50 inches long—the pitch of the exterior screw being  $\frac{2}{21}$  of an inch, and that of the interior screw  $\frac{3}{22}$  of an inch ?
14. The boiler of a high pressure engine converts  $\frac{3}{7}$  of a cubic foot of water per minute into 200 cubic feet of steam, under a gross pressure of 56 lbs. to the square inch, the piston has an area of 250 square inches, and makes 7 strokes per minute—the work is partly consumed in pumping 90 cubic feet of water per hour from a mine 200 feet, and the balance in giving motion to a circular saw, 10 feet in diameter, which works against a constant perspherical resistance of 100 lbs.—required the number of revolutions of the saw per minute.
15. What is the maximum height to which a common pump can raise each of the following liquids, when the barometer indicates a pressure of 29·25 inches.
- I. Water.
  - II. Mercury (spec. grav. 13·506).
  - III. Milk (spec. grav. 1·032).
  - IV. Ether (spec. grav. 0·775).
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## No. 16.

## HEAT AND CHEMISTRY.

TIME—TWO HOURS.

1. Describe the following instruments, and explain the purposes for which they are used, and the principles on which they severally act :
- I. Daniel's Hygrometer.
  - II. The Psychrometer.
  - III. Papin's Digester.
  - IV. The Calorimeter.

2. Give the general THEORY of FREEZING MIXTURES, and describe one or two of the most useful.
3. Define what is meant by each of the following terms :—
- I. Boiling Point.
  - II. Latent Heat.
  - III. Specific Heat.
  - IV. Mechanical Equivalent of Heat.
4. Describe the sources of heat.
5. Describe the thermometer, and explain the mode in which the instrument is graduated ; also state its exact use.
6. Explain the distinction between organic and inorganic bodies. What are the different classes of the former ?
7. State clearly the differences as to character between Metals and Metalloids. Name the most important Metalloids, giving the symbols and chemical equivalents.
8. Explain the meaning of the following chemical terms :—
- I. Allotropism.
  - II. Isomorphism.
  - III. Crystallization.
  - IV. Chemical Affinity.
  - V. Katalysis.
9. Explain the difference as to composition between Iron Sulphide, Iron Sulphite and Iron Sulphate.
10. Name the Gaseous Metalloids. Give a brief summary of their chemistry, stating their properties, mode of preparation, uses, and principal compounds.
11. Describe the composition, varieties, uses, and composition of water.
12. Give a brief synopsis of the chemistry of the principal compounds of Carbon, Sulphur, and Phosphorus.
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### No. 17.

#### BOOK-KEEPING.

1. How do we ascertain the debtors and creditors in any transaction ?
2. What are Bills Payable and Bills Receivable ?
3. What would be our inference in the following case :—First, if the Cr. side of either Bills Receivable or Cash Account be greater than the Dr. side ; second, if the Dr. side of Bills Payable Account be greater than the Cr. side ?
4. When is Bills Payable Account debited, and when credited ; and on which side of the account will the first entry occur, and why ?
5. What is the object of Private Account ; and into which account, and to which side of it, should the balance be ultimately carried ?
6. When all the Ledger accounts, except Stock and Balance are closed, why should the difference between the two sides of each be equal ?
7. Separate the following accounts into two classes— first, those showing an asset or a liability ; second, those showing a gain or a loss :—Cash, Merchandise, Bills Payable, Interest, Bills Receivable, Shipment to Niagara, Expense, Commission, John Smith, Ontario Bank Stock, Ontario Bank.
8. On April 8th, we had merchandise in hand \$800, we bought during the month merchandise \$2,550, and realized from sales \$3,375. On April 30th, we had still merchandise unsold worth \$350 ; what was our gain for the month, and what was the percentage of profit ?

9 Journalize the following Day Book entries:—

(a)	Sold Flour to A. B., amounting to.....	\$800 00
	Received in payment, Wheat amounting to.....	400 00
	His note at three months.....	300 00
	And Cash for the balance.	
(b)	Got A. B.'s note discounted at Bank of Commerce.....	\$300 00
	Proceeds passed to our credit in account.....	294 75
(c)	Bought goods from E. F. amounting to.....	\$900 00
	Gave in part payment, our note at sixty days.....	300 00
	Cheque on Bank of Commerce.....	200 00
	And C. D.'s. note.....	200 00
	Balance on account.	
(d)	February 19, Sold to William Smith, on his note at ten days, Merchandise amounting to.....	\$2,931 50
(e)	March 4, William Smith's note deposited on the 1st inst. in the Bank of Commerce for collection, was this day protested for nonpayment, and returned to us.....	\$2,931 50
	Paid Costs of Protest in Cash.....	1 50
(f)	April 26, William Smith has paid us Cash for his note which was protested at the Bank of Commerce, on the 4th inst., and charged to his account.	
	Note and Protest.....	\$2,933 00
	Interest on \$2,933 from March 4th, to date.....	25 91

10. State a transaction in which either of the following Journal entries would be correct.

	G. H., Dr .....	\$400 00
(g)	{ To Merchandise .....	\$400 00
	Cash Dr.....	300 00
	To G. H.....	300 00
(h)	Sundries Dr to Merchandise .....	400 00
	Cash .....	300 00
	G. H .....	100 00

### No. 18.

#### HISTORY OF THE ENGLISH LANGUAGE AND ENGLISH LITERATURE.

1. Illustrate by diagram the descent of Modern English from a *Gothic* source.
2. In what two ways have many words been introduced from the *Latin*? Illustrate your answer by example.
3. In what class of words do we find the old *Celtic* element? Can a *Danish* element be traced in any words?
4. Explain by examples the difference between the two ways in which words suffer *abbreviation* in passing through the French into the English language.
5. Illustrate by example (a) the changes that take place in the vowels "I" and "U," (b) the interchange that occurs between certain consonants.
6. Illustrate in the case of the following words the change that has taken place in the meaning of words—Churl, Apparent, Cunning, Aspersion, Astronomers.
7. Trace the history of the possessive "its."
8. What is the Romance of the HOLY GRAAL?
9. Give brief notes upon the following names:—BEDE, ALCUIN, LANFRANC.
10. Name the chief *English* and *Continental* Schoolmen.
11. Compare our word 'Poet' with others of kindred meaning.
12. (a) Sketch the plot of CHAUCER'S CANTERBURY TALES. (b) What rule is to be observed in reading the final "e"?
13. To what countries may SHAKSPEARE'S *Historic* Plays of a *legendary* character be referred? Name those that are *strictly* *Historic*.

14. Give brief notes on the following names :—EVELYN, PEPYS, OTWAY, BUTLER, DRYDEN, SWIFT, COWPER, SCOTT, AKENSIDE, TENNYSON.

15. Compare the *Augustan* age of Roman Literature with the similar age of other countries.

16. Name the chief Poets Laureate of England, with date of the first.

No. 19.

## THE SCHOOL LAW OF ONTARIO.

- I. State accurately the law in regard to the formation and alteration of Union School Sections.**

- (1.) Those made up of parts of townships.  
(2.) Those made up of parts of townships, and of a town or village.

- II. How can such Unions respectively be dissolved? Explain.

- III. Explain what are the powers of School Trustees and school meetings respectively, in regard—

- ### 1st. To School Sites.

- #### **2nd. To the School House.**

- 3rd. To the raising of School moneys—

- (1) For the Teacher's salary, and other expenses of the School ; (2) for the School Site and School House.

- IV.** Explain the difference between an *agreement* and a *contract* made by Trustees with teachers. State what things are necessary to be observed in regard to the latter.

- V. Describe the duties of the School Teacher in regard.—**

- (a) To the subjects prescribed to be taught in school.
  - (b) To the Text Books.
  - (c) To the School Examination.
  - (d) To the maintenance of discipline in school.

## FORMS IN USE IN THE NORMAL SCHOOL.

No. 1.

**FORM OF APPLICATION FOR ADMISSION TO THE NORMAL SCHOOL, TORONTO.**

REGISTER, No. OF THE

SESSION 187

187

SIR,  
I desire to apply to you for admission to the Normal School for Ontario, in accordance with the accompanying Terms of Admission prescribed by the Council of Public Instruction, and present herewith a certificate of Moral Character from the Reverend a Clergyman of the Church dated the day of 187

1. I have to state that:—1. I am years of age.  
2. I reside in the of County of  
3. I was born in  
4. I have resided years in the Province of Ontario.  
5. I am connected as a member (or hearer) with the Church.  
6. I have been a School Teacher for years.

7. I hold a                    class Certificate of Qualification from the County Board of Public Instruction for  
 8. My last place of Teaching was in School Section No.      Township of  
 9. I attended the Normal School during the      Session ending      18  
 and obtained a                    class Provincial Certificate, No.      , which I will deliver up  
 to you should I succeed in obtaining one of a higher grade.\*

I have also to state, that it is my intention to devote myself to the profession of School Teaching, and that my object in coming to the Normal School is to qualify myself better for the important duties of that profession.

If admitted to the Normal School, it will be my study to observe the Rules and Regulations of the Institution and to be diligent in the performance of my duties.

I have the honor to be, Sir,  
 Your very obedient Servant,

To the Chief Superintendent of Education,  
 Education Office Toronto.

(Sign the name in full here.)

#### TERMS OF ADMISSION INTO THE NORMAL SCHOOL, TORONTO.

*Authorized by the Council of Public Instruction for Ontario.*

THE COUNCIL OF PUBLIC INSTRUCTION, anxious to adopt such measures as appear best calculated to render the training of the Normal School as thorough as possible, and to diffuse its advantages over every County in Ontario as equally and as widely as possible, adopts the following regulations in regard to the duration of the future Sessions of the Normal School, and the mode of admitting and facilitating the attendance of students at that Institution.

ORDERED, I. That the semi-annual Sessions of the Normal School shall be held as follows: (1) The Winter Session shall commence on the 8th day of January, and close on the 15th day of June. (2) The Autumn Session shall commence on the 8th day of August, and close on the 22nd day of December, of each year; [and if those days fall on Sunday, the day following,] each Session to be concluded by an examination conducted by means of written questions and answers, and followed by a vacation as prescribed.

II. That no male student shall be admitted under eighteen years of age, or a female student under the age of sixteen years. (1) Those admitted must produce a certificate of good moral character, dated within at least three months of its presentation, and signed by the clergyman or minister of the religious persuasion with which they are connected; (2) They must be able, for entrance into the Junior Division, to read with ease and fluency; parse a common prose sentence, according to any recognized authority; write legibly, readily and correctly; give the definitions of Geography; have a general knowledge of the relative positions of the principal countries, with their capitals: the oceans, seas, rivers and islands of the world; be acquainted with the fundamental rules of arithmetic, common or vulgar fractions, and simple proportion. They must sign a declaration of their intention to devote themselves to the profession of school teaching, and state that their object in coming to the Normal School is to qualify themselves better for the important duties of that profession.

III. That upon these conditions, candidates for school-teaching shall be admitted to the advantages of the Institution without any charge, either for tuition or the use of the Library. The books which they may be required to use in the School are supplied at a reduced rate.

IV. That Teachers-in-training shall board and lodge in the city, in such houses and under such regulations as are approved of by the Council of Public Instruction.

V. That all new candidates for admission in the Normal School must present themselves on the first or second day of the Session, otherwise they cannot be admitted; and their continuance in the School is conditional upon their diligence, progress and observance of the General Regulations prescribed by this Council.

VI. That all communications be addressed to the Rev. Dr. RYERSON, Chief Superintendent of Education, Toronto.

By order of the Council of Public Instruction for Ontario.

N. B.—Board and Lodging for Students, may be obtained at houses approved by the Council of Public Instruction, at from \$2.50 to \$3.50 per week.

☞ The applicant will be very particular to fill up *all* the blanks in this application, either affirmatively or negatively, but not to fill up the blanks on the back of the sheet or make any entries thereon. The application is to be presented in person at the opening of the Session.

EDUCATION OFFICE,  
 Toronto, January, 1870.

\* A higher grade Certificate awarded any Student will not be delivered until the one previously obtained shall have been returned to the Department.

## No. 2.

## FORM OF AUTHORITY TO THE HEAD MASTER TO ADMIT A STUDENT.

DEPARTMENT OF PUBLIC INSTRUCTION FOR ONTARIO.

Register, No. of the Session.

EDUCATION OFFICE,  
TORONTO,

187

SIR,

The Certificate of Moral Character presented to the Chief Superintendent, by a CANDIDATE for admission into the NORMAL SCHOOL FOR UPPER CANADA having, been approved, he is eligible to be admitted into that Institution upon passing the requisite Examination by the Masters.

AGE.	COUNTY, CITY, OR TOWN.	RELIGIOUS PERSUASION.

I have the honour to be,  
Sir,  
Your obedient servant,

To  
The Head Master of  
*The Normal School for Ontario.*

No. 3.

## FORM OF REPORT OF ADMISSIONS TO THE NORMAL SCHOOL.

Session, 187 .

NORMAL SCHOOL FOR ONTARIO,  
Toronto,

, 187 .

SIR,—I have the honor to transmit herewith the result of the entrance examinations of the several Candidates for admission to the Normal School at the commencement of the present Session. The candidates are divided into three classes :—

1. Those admitted in accordance with the printed terms of admission.
2. Those admitted upon trial, and,
3. Those rejected for want of the requisite qualifications.

I have the honor to be, Sir,  
Your very obedient servant,

TO THE CHIEF SUPERINTENDENT OF SCHOOLS,  
FOR ONTARIO, EDUCATION OFFICE.

*Head Master.*

DATE OF ADMISSION.	NO.	NAME.	RESULT OF EACH EXAMINATION AND REMARKS.

## No. 4.

**FORM OF APPLICATION FOR LICENSE AS KEEPER OF A BOARDING HOUSE FOR  
TEACHERS-IN-TRAINING, ATTENDING THE NORMAL SCHOOL, TORONTO.**

**EXTRACTS FROM THE GENERAL REGULATIONS.**

The Teachers-in-training are expected to lead orderly and regular lives, to be in their respective lodgings every night before *Half past Nine o'clock*, p.m., and to attend their respective places of worship with strict regularity. Any improprieties of conduct will be brought under the special notice of the Chief Superintendent of Education.

The Teachers-in-training are not permitted to board and lodge in any house that has not been sanctioned by the Council of Public Instruction. Female students cannot, moreover, board in any house in which other than female boarders are admitted.

The Council will not be responsible to the keeper of any boarding house for board and lodging furnished to the students.

**NOTE.**—No boarding house keeper will be licensed unless one bed-room be allowed exclusively to two students, and a good sized parlor be set apart as a sitting room for the use of the students in the house. It is further necessary, that the house should, in other respects, be found at all times satisfactory on inspection by the proper authority. No applications for license are received unless made at least a week before the opening of the session. These regulations apply to all applicants, and to those now licensed.

TORONTO,

187 .

SIR,—I respectfully apply to be licensed as the keeper of a boarding house for (STATE  
**MALE OR FEMALE)** students attending the Normal School :

1. My house is situated on street, No.
2. My certificate of character is signed by the Rev.
3. I propose to accommodate (STATE NUMBER) students,
4. My house contains rooms of all kinds, of which rooms are occupied exclusively by my family, and rooms are appropriated to the use of the boarders, in terms of the above Minutes of the Council of Public Instruction.
5. The size of each bed-room occupied by the boarders is as follows:
6. Each bed-room contains bed, as above.
7. My price for board and lodging is \$ per week.

I hereby agree to attend carefully to such rules of the Institution as may be sanctioned by the Council of Public Instruction for the government of the students.

I am, Sir,  
Your obedient servant,

**TO THE CHIEF SUPERINTENDENT OF EDUCATION,  
EDUCATION OFFICE, TORONTO.**

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No. 5.

FORM OF REQUISITION FOR SUPPLIES OR REPAIRS, &c.

NORMAL AND MODEL SCHOOLS FOR ONTARIO.

TORONTO,

187

To the Chief Superintendent of Education for Ontario.

SIR,

The following are required for the use of the

School, viz. :

I have the honour to be, Sir,  
Your very obedient servant,

Approved,

*Head Master of the Normal School.*

*Chief Superintendent.*

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APPENDIX C.

THE NORMAL SCHOOL FOR ONTARIO.

PROVINCIAL CERTIFICATES GRANTED BY THE CHIEF SUPERINTENDENT OF EDUCATION

The Chief Superintendent of Education, on the recommendation of the Masters of the Normal School, and under the authority of the following section of the Consolidated Common School Act for Ontario, has granted to the undermentioned Students of the Normal School, Provincial Certificates of Qualification as Common School Teachers in any part of this Province.

"107. The Chief Superintendent of Education, on the recommendation of the Teachers of the Normal School, may give to any Teacher of Common Schools a Certificate of Qualification, which shall be valid in any part of [Ontario] until revoked; but no such Certificate shall be given to any person who has not been a student in the Normal School."

The Certificates are divided into Classes, in harmony with the general programme, according to which all teachers in this Province are required to be examined and classified, and are valid until revoked, or until the expiration of the time mentioned in the Certificate, according to the following form:—

## GRADE A, (B OR C), OF THE FIRST (OR SECOND) CLASS.

*Certificate of Qualification—Normal School, for Ontario.*

THIS IS TO CERTIFY, that \_\_\_\_\_ having attended the Normal School during the \_\_\_\_\_ Session, 18—, and having been carefully examined in the several branches named in the margin, is hereby recommended to the Chief Superintendent of Education, as eligible to receive a First (or Second) Class Certificate of Qualification, as a Common School Teacher in Ontario, according to the "Programme of the Examination and Classification of Common School Teachers," revised by the Council of Public Instruction, on the 17th day of December, 1858.

\_\_\_\_\_  
Head Master.

\_\_\_\_\_  
Second Master.

IN ACCORDANCE with the foregoing recommendation, and under the authority vested in the Chief Superintendent of Education by the 107th section of the Ontario Consolidated Common School Act (22nd Victoria, chapter 64),

[L.S.]

STANDING	
IN THE DIFFERENT BRANCHES—	
No. 1 being the highest and 6 the lowest.	—
Reading.....	
Spelling.....	
Writing.....	
Arithmetic .....	
Grammar .....	
Composition .....	
Education.....	
Aptitude to Teach .....	
Geography.....	
History .....	
Algebra .....	
Geometry .....	
Mensuration.....	
Natural Philosophy .....	
Chemical Physics .....	
Chemistry .....	
School Law .....	
English Literature .....	
Drawing .....	
Music.....	
Book-Keeping .....	
Punctuality and Regularity.....	
Conduct.....	

I do hereby grant to \_\_\_\_\_ a First (or Second) Class Certificate of Qualification, as a Common School Teacher, of the grade and standing above indicated, which certificate shall be valid in any part of Ontario, until revoked by this Department (or for one year, as in the case of Second Class Certificates, Grade C).

Dated at the Education Office, Toronto, this (fifteenth) day of  
one thousand eight hundred and seventy .

\_\_\_\_\_  
Chief Superintendent of Education for Ontario.

Recorded in Certificate Register A of  
the Department, Number

\_\_\_\_\_  
Registrar.

Prior to the Ninth Session, no Provincial Certificates were issued. The Head Master certified to the attendance and conduct of the pupils, but such Certificates do not qualify the holders to become teachers in the Common Schools.

During the Ninth and Tenth Sessions, three classes of Certificates were granted, the First, Second, and Third ; but the Third-Class Certificates of the Ninth Session expired on 1st July, 1854, and those of the Tenth Session on 1st November, 1854.

From the Eleventh to the Fourteenth Session, inclusive, only First and Second-Class Certificates were granted, and were not divided into Grades.

From the Fifteenth Session to the present time, the Certificates granted have been of the First and Second-Class, but each Class has been further divided into three Grades, A, B and C. These Certificates are all valid until revoked, but since the Nineteenth Session, inclusive, all Certificates of the Second-Class, Grade C, have been granted for one year only, so that the only valid Certificates of that grade are those granted from the Fifteenth to the Eighteenth Sessions, and those dated June and December, 1867, which expire in June and December, 1868.

In the Appendix to the Annual Report of 1867, pages 77-91, a full list of all Certifi-

ates, valid on 31st December of that year, was printed. The following is the list of Certificates granted in 1869 :—

Each Certificate is numbered and recorded in the Register of the Department, in the following order :

FORTY-FIRST SESSION.—DATED 15TH JUNE, 1869.

MALES.

*First Class.—Grade A.*

2713. Foreman, William (2116).

*Grade B.*

2714. Blatchford, Thomas.

*Grade C.*

2715. Birchard, Isaac James.

2716. Meldrum, Peter Gordon.

2717. Moore, Charles.

2718. Murray, Adam.

2719. Powell, Joseph Gunne.

2720. Silcox, John B. (2407).

*Second Class.—Grade A.*

2721. Bergey, David.

2722. Bretz, Abram.

2723. Hodge, Robert (2645).

2724. Holbrook, Robert.

2725. Osborne, Walter Joseph.

2726. Proctor, Henry.

2727. Sheppard, George.

2728. Walker, Alexander.

2729. Welsh, John.

2730. Wood, Frank (2648).

*Grade B.*

2731. Alford, William.

2732. Bigelow, George.

2733. Brown, James.

2734. Copeland, George.

2735. Crossley, Hugh Thomas.

2736. Davis, Samuel Percy.

2737. Dickenson, Henry.

2738. Emory, Cummings Van Norman.

2739. Findlay, David.

2740. Fisher, John Henry.

2741. Fleming, James Henry.

2742. Hodgins, William.

2743. Kennedy, Hugh William.

2744. Morton, Alfred.

2745. Murray, John.

2746. McCreary, James.

2747. Patterson, Andrew.

2748. Payne, Edward.

2749. Silcox, Abner.

2750. Sutton, Marshall.

*Grade C.*

[*Expire one year from date.*]

2751. Clapp, David Philip.

2752. Dowsell, John.

2753. McLurg, James.

2754. McMillan, Donald (2341).

2755. Richardson, Joseph.

2756. Smiley, George.

2757. Teskey, William.

2758. Tibb, John Campbell.

2759. Wilson, William.

FEMALES.

*First Class.—Grade A.*

2760. Good, Rebecca Ida (2652).

2761. Jones, Louisa Harriet (2508).

2762. Somerville, Petrina (2667).

*Grade B.*

2763. Harvey, Helen.

2764. Kessack, Jessie (2673).

2765. Montgomery, Sarah.

2766. Mullin, Isabella (2690).

2767. McCausland, Fannie (2691).

2768. McCreight, Sarah (2675).

2769. Panton, Jessie Reid Hoyes (2678).

2770. Spink, Jennie Elizabeth (2700).

*Grade C.*

2771. Coyne, Margaret Jane (2684).

2772. Crisp, Emma Matilda.

2773. Gray, Emma (2685).

2774. Gunn, Mary (2686).

2775. Lundy, Louisa Elizabeth (2689).

2776. McCreight, Isabella.

2777. Robbins, Clara (2378).

2778. Rogers, Agnes (2447).

2779. Sharpe, Jane Ann (2538).

2780. Somerville, Elizabeth.

2781. Sylvester, Sara.

*Second Class.—Grade A.*

2782. Crane, Laura Cornelius.

2783. Guillet, Mary Ann (2707).

2784. Hanson, Mary Elizabeth Fanny.

2785. Huggard, Susan.

2786. McKenzie, Isabella (2692).

2787. O'Neill, Mary Anne (2695).

2788. Rowland, Alice Jane (2711).

## FEMALES—Continued.

## Second Class—Grade A.

2789. Turnbull, Elizabeth (2702).  
 2790. Walker, Elizabeth Laura.  
 2791. Wallace, Jane (2703).  
 2792. Walsh, Mary Ann (2704).

## Grade B.

2793. Ashmore, Sarah Ann.  
 2794. Black, Annie.  
 2795. Brotherhood, Amelia Eliza.  
 2796. Buckle, Sarah Amy.  
 2797. Campbell, Jane Ann.  
 2798. Duncan, Eleanor.  
 2799. Holcroft, Margaret (2708).  
 2800. Howland, Mary Ann.  
 2801. Johnston, Sarah.  
 2802. Kemp, Sarah Bianca.  
 2803. Mitchell, Mary Anne.  
 2804. Moule, Fannie Barbara.

2805. McNeile, Mary Anne.  
 2806. Partington, Annie Levina.  
 2807. Schofield, Amelia Monro (2544).  
 2808. Stokes, Georgina.

## Grade C.

[Expire one year from date.]

2809. Chambers, Annie Catherine.  
 2810. Cummings, Louisa Ellen.  
 2811. Findlay, Isabella.  
 2812. Manning, Elvira Amelia.  
 2813. Marsden, Sara.  
 2814. Moran, Alicia.  
 2815. McKenzie, Susan.  
 2816. McNaughton, Jane.  
 2817. Nixon, Jane.  
 2818. Ray, Agnes.  
 2819. Simpson, Jessie Ann.  
 2820. Tamblyn, Elizabeth Ann (2820).

## CERTIFICATES EXPIRED JUNE, 1869.

The Certificates of the *Second Class, Grade C.*, granted subsequently to the Nineteenth Session, have been limited to one year from their respective dates. Lists of Certificates which expired before June, 1869, have already appeared in the *Journal of Education*, and the following list comprises those which expired on the 15th of that month :

## MALES.

2574. Obtained *Second Class A.* (2631).  
 2575. " *Second Class C.* (2644).  
 2576. Law, Benjamin.

2577. Obtained *Second Class B.* (2640).  
 2578. " *Second Class B.* (2642).  
 2579. Rutherford, Peter.

## FEMALES.

2607. Obtained *First Class B.* (2650).  
 2608. " *Second Class B.* (2680).  
 2609. " *Second Class B.* (2684).  
     and *First Class C.* (2771).  
 2610. " *First Class C.* (2662).  
 2611. " *Second Class A.* (2674).

2612. Obtained *Second Class C.* (2711).  
     and *Second Class A.* (2788).  
 2613. Obtained *Second Class C.* (2820).  
 2614. Trott, Mary Ann.  
 2615. Obtained *First Class C.* (2670).

## FORTY-SECOND SESSION.—DATED 22ND DECEMBER, 1869.

## MALES.

## First Class.—Grade A.

2821. Campbell, James (2311).\*

## Grade B.

2822. Bretz, Abram (2722).  
 2823. Clapp, David Philip (2751).  
 2824. Davis, Samuel Percy (2736).  
 2825. Emory, Cummings Van Norman (2738).  
 2826. Findlay, David (2739).  
 2827. Fisher, John Henry Cole Fitzgerald  
     (2740).  
 2828. Hooper, Henry.  
 2829. Meldrum, Peter Gordon (2716).  
 2830. Moore, Charles (2717).  
 2831. Murray, Adam (2718).  
 2832. Payne, Edward (2748).

2833. Wilson, John (2630).

## First Class.—Grade C.

2834. Alford, William (2731).  
 2835. Crossley, Hugh Thomas (2735).  
 2836. Dickenson, Henry (2737).  
 2837. Hodgins, William (2742).  
 2838. Holbrook, Robert (2724).  
 2839. Johnson, Daniel.  
 2840. McDiarmid, Hugh.  
 2841. Murray, John L. (2745).  
 2842. Silcox, Abram (2749).  
 2843. Summerby, William Joseph.  
 2844. Sutton, Marshall (2750).  
 2845. Swallow, William Francis.  
 2846. Tibb, John Campbell (2758).  
 2847. Wood, Frank (2730).

## MALES—Continued.

## Second Class.—Grade A.

2848. Davis, Murdoch Lloyd,  
 2849. Deacon, John Scott.  
 2850. Dowswell, John (2752).  
 2851. Kellogg, Charles Palmer.  
 2852. McLurg, James (2753).  
 2853. Patterson, Andrew (2747).  
 2854. Richardson, Joseph (2755).  
 2855. Tonkin, Edward.  
 2856. Williams, Edwin Rice.

## Second Class.—Grade B.

2857. Armour, Samuel.  
 2858. Beer, Henry.  
 2859. Bowman, George Washington.  
 2860. Guest, Joseph.

2861. Kinney, William Thomas.  
 2862. Laidlaw, John Beattie.  
 2863. Lynn, John.  
 2864. McCordell, David.  
 2865. McIntosh, Angus.  
 2866. Nash, Samuel Shelly.  
 2867. Nixon, Frederick.  
 2868. Strathers, Andrew Witherspoon.  
 2869. Teskey, William (2757).

## Second Class.—Grade C.

[Expire one year from date.]

2870. Adams, Thomas.  
 2871. Ballard, John Francis.  
 2872. Bell, William.  
 2873. Kerr, George Jonathan.

## FEMALES.

## First Class.—Grade A.

2874. Kessack, Jessie (2764).  
 2875. Lundy, Louisa Elizabeth (2775).  
 2876. McCausland, Fannie (2767).  
 2877. McCreight, Sarah (2768).  
 2878. Spink, Jane Elizabeth (2770).

## First Class.—Grade B.

2879. Burris, Mary Jane (2671).  
 2880. Gray, Emma (2773).  
 2881. Gunn, Mary (2774).  
 2882. McCreight, Isabella (2776).  
 2883. O'Neill, Mary Anne (2787).  
 2884. Turnbull, Elizabeth (2789).  
 2885. Walsh, Mary Anne (2792).

## First Class.—Grade C.

2886. Ashmore, Sara Anne (2793).  
 2887. Black, Annie (2794).  
 2888. Buckle, Sarah Amy (2796).  
 2889. Cusack, Margaret.  
 2890. Duncan, Eleanor (2798).  
 2891. Hanson, Fannie Mary Elizabeth (2784).  
 2892. McNeile, Mary Anne (2805).  
 2893. Manning, Elvira Amelia (2812).  
 2894. Marsden, Sara (2813).  
 2895. Moule, Fannie Barbara (2804).  
 2896. Weir, Sarah Emma (2712).

## Second Class.—Grade A.

2897. Adams, Annie.  
 2898. Cunimings, Louisa Ellen (2810).  
 2899. Durand, Emma Louisa.  
 2900. Fulton, Mary Helen.  
 2901. Good Agnes Louisa.  
 2902. Howland, Mary Ann (2800).  
 2903. McMulkin, Martha Jane.

2904. Munshaw, Matilda Caroline (2710).  
 2905. Nixon, Jennie (2817).

## Second Class.—Grade B.

2906. Carney, Barbara Charlotte.  
 2907. Chadwick, Elizabeth Miriam (2681).  
 2908. O'Donovan, Mary.  
 2909. Johnston, Sarah (2801).  
 2910. Joyce, Mary Greeves (2683).  
 2911. McKenna, Teresa Maria.  
 2912. McNaughton, Jane (2816).  
 2913. Martin, Caroline.  
 2914. Partington, Annie Lavinia (2806).  
 2915. Payne, Maria.  
 2916. Robinson, Alfaretta.  
 2917. Silcox, Fannie A.  
 2918. Stokes, Georgina (2808).  
 2919. Wilson, Eliza.

## Second Class.—Grade C.

[Expire one year from date.]

2920. Atkinson, Harriet Emma.  
 2921. Brass, Annie.  
 2922. Cody, Caroline Sabrina.  
 2923. Cruise, Jane Ann.  
 2924. Findlay, Isabella (2811).  
 2925. Lightburne, Annie Eliza.  
 2926. Lough, Mary.  
 2927. McKenzie, Susan (2815).  
 2928. McTavish, Margaret.  
 2929. Murison, Annie.  
 2930. Murphy, Anne.  
 2931. Ramsay, Annie.  
 2932. Riddel, Sarah Jane.  
 2933. Richardson, Caroline Amanda.  
 2934. Richardson, Jemima.  
 2935. Robertson, Jane.  
 2936. Rutherford, Grace.

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CERTIFICATES EXPIRED DECEMBER, 1868.

The Certificates of the *Second Class, Grade C.*, granted subsequently to the Nineteenth Session, have been limited to one year from their respective dates. Lists of Certificates which expired before December, 1869, have already appeared in the *Journal of Education*, and the following list comprises those which expired on the 22nd of that month :

MALES.

- |   |  |
|---|--|
| 2644. Crawford, Duncan.<br>2645. Obtained Second Class A. (2723).<br>2646. Kelly, John William. | 2647. McKee, George.<br>2648. Obtained Second Class A. (2730).<br>and First Class C. (2847). |
|---|--|

FEMALES.

- |   |   |
|---|---|
| 2705. Adkins, Fannie Mary.<br>2706. Burk, Mary Emily.<br>2707. Obtained Second Class A. (2783).<br>2708. Obtained Second Class B. (2799). | 2709. Obtained Second Class C. (2814).<br>2710. Obtained Second Class A. (2904).<br>2711. Obtained Second Class A. (2788).<br>2712. Obtained First Class C. (2896). |
|---|---|

\* The figures in brackets indicate the number of a previous Provincial Certificate obtained by the student, and now recalled. If more than one such Certificate has been obtained, the number of the last only is given.

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PROVINCIAL CERTIFICATE CANCELLED.

The Second-Class Provincial Certificate, Grade B, granted on the 15th June, 1866, to REUBEN KEAM, has for good cause been revoked by the Chief Superintendent of Education, under the authority of the Consolidated Common School Act, 22 Vic., chap. 64, sec. 107, and of the School Law Amendment Act, 23 Vic., chap. 219, sec. 22, said Certificate having been first suspended by the Local Superintendent.

Trustees will accordingly take notice that the said Reuben Keam, lately teaching in the Counties of Northumberland and Durham, no longer holds a Provincial Certificate of any class qualifying him to teach a Common School in any part of the Province of Ontario.

*Certified,*

ALEXANDER MARLING,  
*Registrar.*

EDUCATION OFFICE,  
Toronto, December, 1869.

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APPENDIX D.

EXTRACTS FROM THE REPORTS OF LOCAL SUPERINTENDENTS OF COMMON SCHOOLS AND BOARDS OF SCHOOL TRUSTEES IN ONTARIO, RELATIVE TO THE STATE AND PROGRESS OF EDUCATION IN THEIR RESPECTIVE TOWNSHIPS, CITIES, TOWNS, AND VILLAGES, FOR THE YEAR 1869.

I. COUNTY OF GLENGARRY.

1. *The Reverend W. K. Anderson, Lochiel.*—All the schools in this township, both Common and Separate, have been in operation last year most of the time, and though the progress is not all that could be desired, yet all have started afresh for 1870 with the exception of one of the Separate Schools (No. 12). That which seems to militate very

decidedly against the progress of education here, is, 1. *Miserable school houses.*—Most of them are too small; very incommodious in the arrangement of benches and desks, while the walls are so open that it is impossible to make them warm in winter, and consequently the children cannot study. 2. Trustees are not willing to give salaries that will command teachers of the better class. 3. The want of maps and other things of this nature is no small drawback. Our average is a little below what it was last year. This arises partly from the fact that the terrible snow storms of last winter made it very difficult for many children to attend school during February and March, and partly from the circumstance that small-pox and whooping-cough prevailed in a number of the sections. The cause of non-attendance, I believe, is mainly owing to the indifference of parents. The general regulations in regard to religious instruction are only carried out in one school. The results are said to be good. None of our schools have museums, magic lanterns, or libraries. The programme for County Board Examinations is observed. The examination questions are written.

## II. COUNTY OF DUNDAS.

2. *The Reverend William Ferguson, A.M., Winchester.*—I have to express my entire satisfaction with the progress which the schools in this township have made during the year which has now closed. I have no doubt that a zealous yet friendly watchfulness combined with suggestions for improvement, privately conveyed, have, in no small degree, contributed to this pleasing result. As my own official connection with the educational affairs of this township must determine for the present, I may be permitted to put on record part of the result of my own personal experience in regard to several matters connected with school management. Slowly, but surely, the conviction has been forced on me, that excellent as our school system is, it is not only capable of improvement, but circumstances must soon compel not a few changes of grave importance. I have again to say that one of the most annoying parts of my duties has been the vain endeavour to obtain anything like an accurate statement of the financial affairs of our school sections. I have no doubt that our trustees are honest men, and I have no more doubt that many of them are incapable men; and auditors equally incapable, on the day of the Annual Meeting, generally retire to a corner of the school room, glance hurriedly at the statement, ask if it is correct, and without further investigation or enquiry, exhibit their signatures as vouchers for the accuracy of what has sometimes turned out very inaccurate. Add to this, that the present school law virtually quashes all investigation on the part of those most interested. As the law is understood, it makes the approbation of the auditors a final guarantee for accuracy, and forbids any investigation which might disturb their award. If the audit had been searching and conscientious, perhaps this would have been correct; but as the present system of making up the accounts is carried on, the further check of the approbation of the Annual Meeting might be necessary. Generally, the teachers in this township have been attentive to the right performance of their duties, and the difference has been, rather, between those who have done *well* and those who have done *better* than between the broad lines of bad and good. It must be remembered that too often teachers meet with little encouragement from their trustees; their best endeavours, even when successful, seem to call for little gratitude, and afford too often but little ground for expecting a continuance in the situation if one connected with the trustees, or one offering his services at a cheaper rate, make anticipatory application for an office not yet vacated. It is hard, indeed, when a teacher has laboured conscientiously, and has wrung from grudging trustees even the meed of their approbation, and is expecting that he may continue in office another year, it is hard to find that weeks before the expiry of his engagement, and without any communication having been made to him that another has been engaged and that he must cast about, he knows not whither, to find another home for another year, and then again to be cut adrift and sent on the same chilling errand. It is hard, indeed, to know that diligence and care, patience and success, are no guarantees for retaining a situation when brought into competition with the claims of relationship, or the presumed and pitiful saving of a dollar per month. A change in the law may amend some of these things, but trustees themselves must be educated to abate their selfishness, whether couching under an indifference that seems to care little what the issue of their management may be, provided they may pass away their official time with a

little official duty as possible, and as little demand on the funds of the section as they can possibly make ; or to abate the same selfishness only by more actively seeking to provide a temporary berth for a relative, however scanty his qualifications or however destitute of experience he may be. I know that time is working a change in the sentiments of many hitherto opposed to any organic changes in our Common School system, and that many of the proposed alterations that were lately regarded with suspicion, would now be hailed as inaugurating the dawn of a still brighter day for the Common Schools in the Province of Ontario.

[*Note by the Chief Superintendent.*—The subsequent remarks in the above extract of report seem to lessen the force and satisfaction expressed in the opening sentences. As to the reports of auditors of accounts being final and not subject to popular vote, this is the practice of all public bodies, such as municipal councils, bank stockholders, &c. Detailed accounts cannot be examined in any public meeting, and therefore cannot be judged of, and discussions and votes respecting them have only resulted in disputes and confusion. The results of financial operations and, therefore their merits, may be useful topics of discussion at school meetings ; but if auditors, in any case, discharge their duties imperfectly, it is no more an argument against settling accounts by means of auditors, than it is to manage public affairs by means of school trustees, or municipal councillors, or legislators, because they sometimes perform their duties inefficiently.]

### III. COUNTY OF PRESCOTT.

3. *Thomas O. Steele, Esquire, Hawkesbury East.*—I am unable to say anything in reference to the progress of the schools in this township during the past year, and can, therefore, only testify to their present condition, which, I am sorry to say, is very unsatisfactory, being, with one or two exceptions, far below the standard in every branch of knowledge taught, while some very important studies are entirely neglected. For instance, I only find three schools in which the pupils learn the meanings of the words in their lessons, and only one school in which they are anything like perfect in this *most important particular, which is the foundation of all progress.* None of the teachers, except one, have ever attended the Normal School, or any other proper training institution, and the greater number of those holding first class certificates could not obtain third class if the Board of Public Instruction kept the examinations up to the proper standing, while many of the teachers are not entitled to certificates of any grade. There are only three or four comfortable school houses in the township, whilst the rest are mostly miserable log hovels, cold, improperly seated, and without necessary external conveniences. The average attendance, as might be expected under the circumstances, is very small in proportion to the whole school population. Now this state of matters is not owing to the newness of the settlements or the poverty of the inhabitants, as there is scarcely a section that is not fully able to build a good school house and employ a competent teacher. Nor is this state of things confined to this township, but prevails to a large extent throughout the counties of Prescott, Russell, and Glengarry, and arises from several causes, one of which is a slothful indifference of the inhabitants, fostered by inefficient or careless Local Superintendents, too frequently holding the office as a mere sinecure. Another cause is the (*criminal*) leniency of Boards of Public Instruction in granting certificates to unqualified applicants, who can afford to teach for much lower salaries than those who are properly qualified, thus driving the latter from the field and leaving none but inferior teachers to be procured, who, failing to give satisfaction to their employers, cause them to be continually changing teachers (a very great evil) in hopes of getting a better, and overthrowing all confidence in a *certificate being a guarantee of qualification.* To remedy these evils, we want in the first place County Superintendents, energetic men who have been first class practical teachers, and have received a Normal School training, thus fitting them for instructing the teachers in the best method of organizing and conducting their schools, and imparting knowledge to their pupils, as a superintendent to be of real service must *instruct* as well as *inspect*, especially in counties where few Normal School teachers are employed. Such county superintendents must have a sufficient number of schools under their charge (say one hundred *at the least*) to prevent them engaging in any other business, and must be so well paid as to render any other business unnecessary in a pecuniary point of view. We want

Boards of Public Instruction that will keep up the examinations of teachers to the proper standard, and this will be the case when the county superintendent is the chief person on the Board. We want the superintendent to have more power in the matter of providing school accommodation, for although, no doubt, much might be done voluntarily by the people when roused to a sense of their duty by an active superintendent, still in many sections other means would be required. We want compulsory education to force indifferent parents to send their children to school. To be brief, we want the School Bill introduced during the present Session of the Legislature *without amendments of any consequence*, and until such Bill is passed we can do but little to remove the difficulties above mentioned, and I trust that our Legislature will awaken to a sense of this most important duty, and that another session will not pass without placing this most valuable Bill in our Statute Books, amalgamated with the existing school laws, all arranged and consolidated in as concise and clear a manner as possible, for by so doing the first Parliament of Ontario would erect its most enduring monument, and secure the blessings of future generations.

4. *The Reverend William Lumsden, M.A., Hawkesbury West.*—During the year throughout which my term of office has extended, my endeavours have been faithfully directed to the elevation and advancement of the schools under my charge, to the obtainment of greater exactness in the examination of candidates for the office of teachers, to the obtainment of more accurate reports from trustees, to the improvement of the methods of teaching, and to the enforcement of the regulations respecting the use of authorized books. It is perhaps not improper to say, as it is true, and perhaps should be known, that while money was expended, and the public expectant, and the form of calling candidates together was gone through regularly, nevertheless for all the purposes of a real examination, there was no real progress made. I may say that most unqualified persons have come under my notice during my term, who attended regularly the examinations, and who were the bearers of formal regular certificates, and who were thus placed over the Common Schools to the detriment of the public interest. Throughout my term of office, I have studiously set myself against the practice, and I have aimed by rigid examinations, as far as custom and prejudices in favour of old ways would allow to entrust with titles to teach only those who proved themselves fit, and rigidly to exclude all others. I trust that by thus acting, I have gained the public confidence, and that except for the legal point raised, whether a Grammar School master can legally hold the office of Common School Superintendent, my continuance in the position of Local Superintendent would be continued. I have also been able to detect and prevent false returns, and other illegal acts, which, I am sorry to say, appear to me to have had some continuance in this part of the Province. I have endeavoured, not wholly but almost in vain, to prevail upon the Boards to raise the miserable stipends paid in the County. I have prevailed, in some instances, upon Boards to obtain maps from the Department, where no maps were ever before. One good brick school-house has been built and paid for. Several improvements have been made in school-houses, and in Caledonia, the section No. 1 will begin in May to erect a new school-house, which will be a credit to this part of the country. A great change is going on here respecting population. It is doubled in a few places, and the new enterprizes in railway construction are full of promise respecting future development. Permit me here not simply as a Common School Superintendent, but more as a Canadian and a citizen, to thank the Department in my own name and in the name of most of the people in the community, for the introduction of the series of readers now put in the hands of our boys and girls. They are very good. I think I may give my opinion as a teacher, and patriotically I may say, that if this series had been for the last forty years in the hands of Canadian children, a universal nationality and universal loyalty would have been the natural result. Permit me now, although a retiring Superintendent, to beg a revision of the larger English Grammar, the better adaptation of the Spelling Book to the purpose of dictation, and an extension of section Nos. 7 and 8 in Sangster's Larger Arithmetic to the uses and application of practical cases of percentage. The preparation of Skeleton Maps (without names) for examination, would be an invaluable boon to the schools of the Province. If the Atlas and Wall Map agreed, the Atlas named and numbered, and the Wall Map numbered, we could use the Wall Map perfectly.

5. *Alexander McLean, Esquire, Plantagenet South.*—The schools under my superintendence during the past year, have made as much progress as could be expected under existing circumstances. Most of the schools, notwithstanding the liberality of the Government, are still without the necessary books, maps, and apparatus, which are so essential to their life and well-being, and seemingly nothing can be brought to bear upon the parents and trustees, to induce them to make a move in that direction. There are some other causes which operate against the progress of education—the greatest of which are the two following:—The low standard for the qualification of teachers, and, employing teachers who can only, and that very imperfectly, teach in French, in sections whose inhabitants have, for the most part, their business transacted in the English language.

#### IV. COUNTY OF RUSSELL.

6. *James McCaul, Esquire, Clarence and Cumberland.*—The number of schools under my superintendence during the past year was twenty, namely, eleven schools in the Township of Clarence, and nine in the Township of Cumberland. There was a marked improvement in all the schools during the past year, but still the attendance is not what it should be. In many cases the cause of non-attendance is owing to bad roads and the distance to travel, but in a majority of cases it is entirely owing to the negligence of parents. The new series of National School Books is principally used in all the schools, but there is a general complaint among the people on account of the miserable manner in which all the school books, new and old series, are bound; in a very short time the binding is gone, and the books are in tatters. The distribution of prizes had a good effect in all the schools in which the Trustees had the liberality and wisdom to grant a small sum towards that object. The books in the school libraries are well taken care of and much appreciated. The revised programme of County Board Examinations is observed, and the questions printed.

#### V. COUNTY OF CARLETON.

7. *The Reverend Richard Gavin, A. M., Gloucester.*—To give briefly and comprehensively a just idea of the schools under my superintendence during 1869-70, I take leave to classify them thus:—1. Six are comparatively good, and well conducted. 2. Five, though not very good, are improving. 3. Eight are poor and inefficient. 4. Two are, to all appearance, utterly useless. Where there has been great inefficiency the teachers must bear a share of the blame, although I regard them “as more sinned against than sinning.” They receive generally inadequate remuneration. Their endeavours to make improvements are often not seconded by Trustees and parents; on the contrary, they are at times opposed. Their requests for new books, maps and other requisites, are not unfrequently peremptorily refused. And, worst of all, the attendance of their pupils is very irregular. That irregularity is on the part of a large number in this Township, carried to an extent that is disgraceful to parents and quite inexcusable. In reply to the questions which I am required to answer, I beg to state that: I. The causes of the non-attendance of the 228 mentioned in my return, have been, in a few instances, distance from school,—in others, engagements at home, and in the majority of cases, carelessness or indifference in the parents. II. The regulations as to stated religious exercises are not observed in those schools that are attended partly by Roman Catholic children, because their parents had objected to the usual services. The same omission in certain other schools can be accounted for only by the negligence of the teachers. III. Our Circuit Board of Public Instruction uses printed questions. Latterly it has had, on each occasion, as many as ten different examination papers. It has aimed at raising the standard of qualifications in teachers; that it has succeeded I cannot say. IV. The want of a museum and suitable school apparatus, though it exists in all our schools, is not felt. The proposal to get it supplied has not been appreciated. V. My experience of the influence of school libraries has been very limited, and has been far from encouraging. VI. The prizes distributed have been very useful. It seems to me desirable that the distribution were extended so as to encourage all industrious and deserving pupils, though some of them might fail in competition. VII. Some of our teachers appear to be interested in the *Journal of Education*;

and that implies that they find the reading of it not without benefit. Its influences, however, ought to be greater. One drawback to its usefulness here has been the irregularity with which it has been received. It has not been transmitted to the Post Office addresses mentioned in my report.\* VIII. It appears to me, that the lectures, which Superintendents are ordered to deliver in each school section, are most useful when given at evening hours, in churches or public halls, at centres where the rate-payers and parents of several sections may attend. I take the liberty of adding that, if our schools are to serve the ends intended, the experience of those, who have the best opportunities of judging, shows that, by some means, parents should be compelled to send their children to school, and to furnish them, when there, with the necessary books—that teachers should be more encouraged and better provided for than at present, and that an effective system of superintendence, removed from petty local influences, is imperatively called for.

8. *The Reverend Charles Taggart, Gower North.*—All the schools in this Township have been supplied with efficient teachers during the past year. One respectable and commodious school-house has been erected at a cost of about \$800, and several of a similar class are to be erected this year. The cause of non or irregular attendance arises, 1st. From the largeness of several of the sections, involving too great a distance from school. 2nd. Want of interest on the part of parents. In the greater number of the schools, the regulations in regard to religious instruction are followed with marked beneficial results. The programme for County Board Examinations is observed, and the questions are printed. There is not a museum or magic lantern in the Township, but we hope there soon will be both. There is but one school library. The books are labelled, covered, and numbered. The influence in the school and neighbourhood is highly beneficial. For some cause, the Journal is not regularly received in several of the sections, and the loss is felt.† The desire to furnish all the families with a sound and useful education, is evidently increasing in this section of the country, with the improved circumstances of the people.

9. *The Rev. James Godfrey, A.B., Huntley.*—There is one question among those which the Local Superintendent's Report requires to be answered in a separate communication, on which I wish to say a few words. It is that about the cause of the non-attendance of children at the schools. There is no doubt that the carelessness of many parents, and the poverty of many others, must bear the blame of a great deal of this non-attendance. But along the boundaries of this Township, the want of Union Sections, prevents a great many children from attending school regularly, no matter how anxiously their parents and themselves may wish it. It is very sad to think how many children are placed at a disadvantage as compared with other children, by this one cause. And I fear we can look for no improvement under the present law. One Union Section between Goulbourn and Huntley, has been broken up by the Goulbourn municipality, and this year, the Municipal Council of the Township of March, following the same narrow-minded policy, will dissolve the union between a part of Huntley and a part of March. The consequence will be that the schools in those localities will either be closed, or, from diminished resources, inferior teachers will have to be employed. And thus the few facilities for obtaining an education will be made fewer still. I am, therefore, very sorry that the Bill of last year miscarried. The provision of it, by which the County Superintendent was empowered to form Union Sections, would have done a great deal of good, if the right sort of man were placed in the office.

10. *The Reverend John May, M.A., March.*—I have much pleasure in saying, that before I left March, a movement was set on foot for the improvement of the schools there. Mr. R. Y. Greene, Reeve of the Township, and very influential and popular, was doing all he could to raise the grade of education in the Township.

\* The *Journal* is regularly mailed to the Post Office reported. Change of address ought to be notified to this Department, by letter.

† The *Journal of Education* is regularly mailed to all the sections of this Township. Changes of Post Offices should be reported by letter.

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## VI. COUNTY OF GRENVILLE.

11. *Robert E. Brown, Esquire, Augusta.*—The amount of public money for 1869 apportioned among the schools of this Township, was \$2,158.87, and the amount paid teachers, was \$3,173.17½—the difference, \$1,015.30, shows the amount raised by taxing ratable property—averaging \$42.30 for each School Section, and about \$1.08 for each person assessed. With a very few exceptions, there is a disposition on the part of Trustees to engage teachers at a low salary, and, of course, they are sustained by the people who elect them. It is in my opinion to be regretted, that the amendment to the School Bill, as proposed by the Honourable Mr. Cameron, did not pass the Local Legislature. The appointment of County Superintendents who hold certificates of qualifications would, I am inclined to believe, tend to secure the services of more competent teachers, and, consequently, improve the condition of our Common Schools. Local Superintendents of Townships may be too much under the influence of interested parties, whose importunities for favour require considerable fortitude to resist. I hope the subject in due time will be brought before our Government again, and that it will receive that careful and serious consideration it most certainly deserves.

12. *The Reverend Robert McKenzie, Gower South.*—Upon the whole, the improvement in education has been decidedly encouraging. In answering, however, the questions submitted in the Return, I would reply, 1st. In reference to the question on *Non-Attendance* thus—parents and Trustees, with few exceptions, seem to think that they may keep their children at home during seed time and harvest, without damaging in the least, their educational interests. 2nd. In the majority of the schools, the regulations in regard to religious instruction are followed, with one exception, where it is considered prudent for reasons which may not be assigned, to dispense with them. 3rd. The programme for County Board Examinations, is generally and faithfully observed, and during its last sitting the questions were new and written, which, I believe, is the rule in this locality. 4th. Owing to the comparatively backward state of matters here, the schools are not furnished with libraries or magic lanterns, but are, with one exception, furnished with maps. 5th. No prizes as far as I am aware were distributed in any of the schools during 1869. 6th. In several of the schools the *Journal of Education* is received, and read, and deservedly appreciated.

## VII. COUNTY OF LEEDS.

13. *W. T. Janson, Esquire, Bastard.*—In reading your last Annual Report, and comparing the statements of the different local superintendents, I am led to conclude that the schools in this municipality will compare favourably with schools in Central Canada. Some are progressing, while others are at a standstill. The principal branches taught are reading, spelling, arithmetic, geography, and writing. The reports give too large a number, in my opinion, in history. Some teachers have what they call question classes; that is, they ask questions and answer them a sufficient number of times so as to enable the pupils to answer them themselves. Thus they are taught history and other things without books. The pupils reported as in grammar are too large in number; for though they may be all studying grammar, yet many of them study it for so short a time, and at long intervals, that they know but little about it. I have tried to do my duty as laid down in the School Manual. I think the trustees have given me too much credit for lecturing. They were not all lectures, as reported, but talkings with the children and people. Perhaps as much good can be done in this way as in any other; at any rate it makes you more familiar with both children and parents. I have visited all the schools twice—a thing which has not been done for sometime—with one exception. I have been well received by people and teachers, as well as by the children; and I hope I may have done some good in the way of direction and counsel, as regards the furnishing of school houses with maps, libraries, and other things necessary towards making a school room attractive, and more in accordance with the true spirit of the age. Before I close, I have a word to say as regards the “Amended School Act,” which was withdrawn. The people in this municipality were opposed to it, some even threatening that if it passed they would educate their children apart from the Act altogether: in other words, hire a teacher and pay him themselves, as they would any other person they might employ.

14. *The Reverend John Carroll, Leeds and Lansdowne Front.*—I regret that my Annual Report shows so many children of suitable age who are not attending any school. The reasons assigned are those generally given. About one-third of the non-attendants belong to School Section No. 16, which is upwards of six miles in length, and the school house being at one extreme the children residing at the other cannot possibly attend. School Section No. 2 sends in no report for last year; the section has undergone many changes during the past year by removals and fresh arrivals. Very substantial and commodious school houses have been erected in Sections Nos. 1, 8, 11, and 17 during the past year and a half. Eleven schools are reported as opened and closed with prayer. In ten the New Testament is read, but in none of them are the regulations for religious instruction observed. The programme for County Board Examinations is strictly followed, and the questions are printed. But although the programme is adhered to, the standard of the various county and circuit boards differs very much. To remove this evil it would be very desirable to have the questions prepared under the direction of some competent board, and sent to the various county boards. Indeed, it is time that some change were made in the method of making school teachers. Any young man or woman who passes a decent examination before a county board is sent out as a qualified teacher, simply because answers have been given to so many questions. There is no method of ascertaining their fitness, they have no special training for their calling, have no knowledge of school organization. This difficulty might be met by an increased number of training schools situated in convenient localities, and by a requirement that all teachers of our public schools should undergo a prescribed course in some authorized training school. Prizes have been awarded in five schools, and I am informed that they invariably stimulate the pupils to greater diligence in preparing their lessons. The *Journal of Education* is regularly received and highly appreciated by trustees and teachers.

15. *The Reverend James Gardiner, Yonge and Escott Rear.*—The cause of a few not attending school is neglect. Authorized books are used in each school—some new, some old. The programme is observed, but the questions were not printed this year although prepared. No museum or other improvement commenced. A great want of maps, cards, and books. The one library has been nearly all lost or destroyed. We have some good school houses, others wretched and unfit for the children. Sections small. Cheap teachers necessary in general. No perceptible influence from library or prizes. The latter generally introduced by teachers. The Grammar and Common Schools at Farmersville are united, in a splendid building. The *Journal of Education* is often left to be sent by the Local Superintendent. No great interest or profit to trustees. New manuals are needed in several schools. The teachers are generally changed at the close of the year. Changes are too frequent, and generally made to save money. No. 4 has not drawn the grants apportioned for 1869, and is not open. It is crippled by the formation of the Separate School. No. 14, just formed, will damage No. 1, already weak, and No. 3 only now able to work. I have not been able properly to superintend the schools all the year. Another will be appointed superintendent in April. Better teachers are needed, but cannot be secured without an increase of salary. The education of the youth is not the great question in this township, and the Union Schools are all located in the other townships.

### VIII. COUNTY OF LANARK.

16. *The Reverend James A. Preston, M.A., Beckwith.*—The general reason assigned for non-attendance of children is “*indifference of parents*,” but in some instances, it is the real or supposed inefficiency of teachers. The people are too ready to form judgment upon very insufficient evidence, very often, the simple statements of their own children, and are too seldom ready to hear the other side of the question, and use such authority as the law prescribes, for the settlement of grievances. This is one fruitful source of the constant change of teachers, who naturally feel that they should not be placed in an inferior position to other persons against whom charges are brought, who have their accusers face to face, and are convicted or acquitted after proper investigation by competent authority. I have nothing to add to my former remarks concerning the use of the revised programme, by the Boards of Public Instruction at Perth and Carleton Place, of which I

am a member. These two Boards, I am happy to say, still preserve the highly respectable standard they have for some years aimed at. No school in Beckwith or Drummond, has as yet commenced a school museum. In the libraries some few books are covered, labelled, and numbered, but I regret to say, I find very few traces of their being read to any great extent, and, therefore, I am forced to the conclusion, that in my jurisdiction, these libraries have little influence. I am happy, however, to state that the distribution of prizes, both at the Township examinations and in the sections where they have been distributed, has had the very best influences, notwithstanding the feelings of envy and disappointment consequent upon the rewarding of the diligent, and the withholding rewards from the rest, added to the spirit of emulation and competition aroused. In some sections the *Journal of Education* is received, in others read, and in still more, complaints are very general that it is not received.\* However, as far as this part of the country is concerned, I am convinced it is too often allowed to lie in the small country Post Offices for months, and no notice whatever is taken of the direction to send it to the Local Superintendent, if it be not asked for. Upon the whole, I am gratified in having to report a growing desire for better school edifices, a better system of instruction, and an improved class of teachers. The people of Carleton Place are about to erect a fine stone school-house, at a cost of five thousand dollars, which will accomodate the Grammar and Common School departments. The people in S. S. No. 9, Beckwith, will have a stone house, and the people of S. S. No. 13, a good frame school-house in the course of the present year. I should strongly approve of Township Boards of Trustees in preference to the present system of three for a section, and of a clause which would render it compulsory for children to be sent to some school. The regulations concerning religious training are no where observed, being for the most part, quite beyond the power of ministers of religion in rural districts, and the want of knowledge of the very fundamental principles of Christianity, are, I am sorry to say, very generally apparent.

17. *The Reverend Alexander Mann, Pakenham.*—Taking all things into consideration, I think I am warranted to state that the schools in this Township were, during last year, conducted in a satisfactory manner. Some of them were taught in a very creditable way. Where there was deficiency, it related chiefly to English reading. The advanced pupils generally read fluently, and with considerable attention to grammatical pauses. It was also evident that the pronunciation of words had not been neglected. But the case was different as regards emphasis, rhetorical pauses and inflections. There is reason to believe, however, that there will be an immediate improvement relative to this matter. It has been prominently brought under notice at public examinations, as also when teachers were candidates for certificates. And the information given in the spelling-book recently introduced into Common Schools, cannot fail to be productive of good results. It is but justice to mention, that, in reference to one school, these remarks do not apply. Efforts were there successfully made to train not only advanced scholars, but also beginners, to read intelligently, and with suitable intonation. There was great excitement on the part of both teachers and scholars, at a recent competitive examination, open to all schools in this Township. Some of the schools were well represented, and the appearance made, in most of the branches which formed the subject of trial, showed that the teachers had been discharging their duties faithfully. On that occasion prizes were awarded, not only to pupils, but also to the teachers who evinced the greatest professional proficiency. One pleasing feature connected with this competition, was the presence of many parents. These seemed to take as lively an interest in the proceedings as their children. There were likewise present others who are friends to the cause of education. It is probable, therefore, that an annual contest of this nature will be productive of the best effects. Libraries are evidently not answering intended purposes. Reports generally indicate that they were open to the public, but that few volumes were read. The case, however, would likely be otherwise, if additions were made to the present collections. And, if Trustees would exert their influence, this, I think, could easily be accomplished. The *Journal of Education* reached the respective Post Offices in this locality in proper course,

\* Where the *Journal* is not received, it is because changes of Post Office have not been reported by letter to the Department. A copy of each publication is regularly mailed to each section in Beckwith and Drummond.

but was not uniformly called for by the parties to whom it was addressed. Children not attending any school, seem to have been prevented from doing so either because their homes were too distant from the school-house, or because family circumstances rendered it necessary that they should assist their parents in agricultural work. In six schools the Scriptures were daily read, and the Trustees of one of these report, that the general regulations in regard to stated religious instructions were following with good results. In five schools the regulations were observed only in so far as prayer and reading of the Scriptures are concerned. The programme for County Board Examinations was observed. The examination questions were partly written and partly *viva voce*. None of the schools have commenced a school museum of natural history, and none of them have magic lanterns or other scientific amusements for the pupils.

18. *The Reverend William McKenzie, Ramsay.*—In some points there has been progress during the past year. In the village of Almonte a new school house has been erected, and occupied for the first time during last twelve-month. In four handsome rooms, four hundred scholars can be accommodated. These are under the care of four teachers. The building, both as regards appearance and commodiousness, is very far in advance of anything in this region, and already it has had the effect of arousing the desire in other quarters for better school accommodations. In two other villages I believe school houses are to be erected on the plan of that in Almonte. In two other sections in the township new school houses have been occupied during the year, and these are greatly in advance of those previously existing. There is a steady tendency towards better and more sufficient school room; and that, when secured, acts effectually in bringing about a larger and steadier attendance. Our average attendance in the village of Almonte has increased last year about thirty-three per cent. The average attendance of scholars, over the whole township, has not improved during the past year. In the first half-year there was a considerable falling off—the prolonged and severe snow storms which distinguished the close of last winter told most disastrously on the attendance dance in schools in country sections. But no doubt the carelessness of parents and guardians is one main cause of non-attendance. There is little appreciable result from the religious teaching in our schools. Any real effect seems to depend on the character of the teacher. An earnest-hearted Christian man or woman in the situation of a teacher, is sure to exert a beneficial influence; though, perhaps, more indirectly than by any set instructions. Prizes have been distributed in several schools, and with a good result. They serve as a stimulus to industry and attention, and when they are given as the reward of excellence and proficiency in a course of lessons for some six months, they secure a far better attendance. The programme is observed at the examination board, and the questions are printed. In most of the schools there is great room for improvement in apparatus, and few or none have those means for making the pursuit of knowledge interesting to the young, which are found in our Normal Schools. On the whole, however, there are signs of a steady progress, and taking them even as they are, our Common Schools are a noble institution, placing Canada in the van of those lands which are now foremost in progress and promise.

19. *Charles Judge, Esquire, Sherbrooke South.*—There are four schools in this township, and one partly, i.e., Union—five in all. The Union School has its school house in the township of Bathurst. The cause of the non-attendance of pupils comes first from the great distance some pupils are from the school, secondly from the carelessness of guardians and parents. The *Journal of Education* is received and read by some, and has a good influence on those who read it; others are too careless to read anything good. Owing to my appointment to the office of Local Superintendent being of so recent a date, I shall say no more at present.

#### IX. COUNTY OF RENFREW.

20. *The Reverend John McEwen, Alice and Village of Pembroke.*—There is nothing of importance to note either of progress or a backward tendency. With the sections where there is a large German element, we continue to find it difficult to meet all the necessities that exist. They are slow to fall in with the working of our school system. Maps have been introduced into another of the schools, putting it into a greater degree of efficiency. The Board of Examination continues to prosecute its work vigorously, and a desire is

expressed by the different boards to institute competitive examinations—the candidates to be from different parts of the county. The educational interest of the town of Pembroke holds on its way, but in my judgment is not doing all that ought to be done. We need new buildings in a different part of the village, with a larger staff of teachers, and more varied accommodation; the parents, teachers, and pupils would all feel a deeper interest, and manifest more mental activity in the necessitous work of Education. For all this we must work and wait.

21. *John Haliday, Esquire, Bagot.*—The schools in this township are, on the whole, doing very little good, with the exception of No. 4. They have never turned out any good scholars, and as to religious instruction, it is not even attempted, so far as I know. The programme of the County Board Examinations is observed, and the examination questions are printed. In my opinion the Common School teachers are generally improving. Magic lanterns are unknown here, and the libraries are doing no good. The reason in my opinion is, there have been no new books got for a number of years, and the people here are getting very careless on the subject. The *Journal of Education* is regularly received, and as far as I know, the reading public prize it very much. Prizes have not been offered for a number of years in any of the public schools to my knowledge. You will perceive the schools are not as well attended as could be wished. To think of a teacher sitting all the year teaching an average of two and a half or three pupils, is anything but right, and people are taxed to keep up that school, who can never send a child to it owing to the distance they live from it. When a whole Township is taxed to keep up one school it should be a public benefit. The teacher in Section No. 2, Blithfield, has only had that average, and has received \$140 for teaching 3 children 150 days, which is a great loss to the taxpayers, as most of them can never expect to reap any benefit from the school, and yet they have to support it. The school law in some instances is a very hard one to bear. These townships are thinly settled, and the greater part of them bad land, and we can never expect to have good schools as the children cannot attend either summer or winter, the distance to travel being too great in the meantime, and very little hope of improvement here yet.

22. *The Reverend Peter Lindsay, McNab.*—One great drawback to the progress of education is the employment of cheap second and third class teachers. When a young girl can be got to teach for \$120 or \$140, it is hard to get a section to engage a more expensive teacher, especially in poor sparsely settled districts. The economy is an ill-judged one. The cheap teacher proves in the end, a dear one to the section. The mind that has itself received a high culture is best fitted to deal with mind. In building a material edifice, much depends on the soundness of the foundation on which it rests, and so is it in even a still higher degree in laying the foundations of a healthy, intellectual, and moral culture. Much remains to be done, yet with all our imperfections there is progress. Hindrances lie not so much in the machinery of our School System as with its workings. Last year, for the first time, we had a competitive examination of all the schools of the Township. It was a success. A good deal of interest was excited, prizes were distributed, and teachers, as well as scholars, brought together in friendly rivalry. Such examinations are salutary, and I hope to see them become general.

23. *The Reverend James C. Slater, Pembroke.*—In one section the cause of non-attendance at school is said to be indifference of the parents—in the other to be unknown. The probability is, that in some cases, the parents are poor and unable properly to clothe the children, and in others, the children are detained to work at home. I am not aware that any stated religious instructions are furnished. I have not been able to attend the session of the County Board, having been here but a short time, but am informed that the programme is duly observed, and that the examination questions are written. There is no microscope in any school-house. There are no school libraries. There were no prizes distributed. The *Journal of Education* is not regularly received.\* It is a source of regret to many here that the provisions of the proposed new Common School Act were not adopted by the late session of Provincial Parliament, especially that part of the Act requiring County instead of Local Superintendents.

\* The *Journal* has the address printed on it, and is regularly dispatched every month by the Publishers. Why it is not regularly received in Pembroke as it is in Hinchinbrooke (See *Local Superintendent's Report*, No. 27,) we are quite unable to understand. The fault must lie with the Post Office.

## X. COUNTY OF FRONTENAC.

24. *William Maynard, Esquire, Barrie.*—I have much pleasure in being able to state that the aggregate attendance is an improvement upon last year. The cause of non-attendance in Section No. 2, is owing, perhaps, to a want of clothing, but I am more inclined to think the negligence of parents is the chief cause. Our school-houses are all in good repair, but not one of them is furnished with maps, apparatus or library. The general regulations in regard to religious instruction are not followed. The revised programme for County Board Examinations is strictly observed, and the questions are printed. A limited number of prizes were distributed in School Section No. 1, with satisfactory results.

25. *James Babcock, Esquire, Bedford.*—This Township has a scattered population, and it is therefore very difficult for children in some parts of it to attend school. Parents do not, as a general thing, take that interest in education that they should, and the reasons are poverty and want of education on their part. However, I think on the whole, the cause of education is progressing in this Township. At present there is one new stone school-house built in Section No. 1, and during the past year a new school section has been formed (No. 11,) and I expect school will be opened in the spring. There is only one first-class teacher in the Township, two second-class, and the balance third. The *Journal of Education* is a welcome visitor in most of the schools and families, and is read with great interest.

26. *The Reverend D. A. Brown, Clarendon.*—As to the prospects of the schools under my charge, I cannot report them as favourably as I could wish. Nevertheless, I can truthfully say, they are not retrograding. We labor under embarrassing circumstances in this new settlement. The school sections are large, and yet but few scholars in them, consequently our average is small, excepting Nos. 1 and 2 in Palmerston. We have great difficulties in securing competent teachers. Those whom we would like to employ, we cannot, on account of our poverty. No. 1 in Clarendon has had no school the past year, on account of being disappointed in a teacher. Nos. 2 and 3 have kept their schools open six months each, and have made very good improvement. No. 6 in Miller is united with No. 1 in Abinger—the school-house being in Abinger. No. 4 has just finished a comfortable school-house, and has made arrangements to open their schools to-morrow. The remaining sections have no school-houses, and but very few scholars in their limits.

27. *William H. Brown, Esquire, Hinchingbrooke.*—Our schools are all free, and have been kept open the greater part of the year, as you will see by my report. There are a large number of children not attending any school. The reason, as near as I can ascertain, is that parents are uneducated themselves, and think their children can live as well without that essential element as they have done. Many parts of this Township are new, and schools few and far between, yet, notwithstanding many difficulties, the great and glorious cause of education is progressing. Teachers hitherto employed in this Township, have been of an ordinary character, but through my influence, we have teachers of a higher character, and as things now appear, I think we will not regret the course we have taken. The questions for County Board Examinations are all printed, and the Board has raised the standard in several branches. We intend to procure a library, and other essentials to the rising generation. The *Journal of Education* is regularly received, and generally appreciated. There is one library in School Section No. 1, and the results have been good. We have five good school-houses, and although built with hewn lumber, they are very commodious. The other three are rather dilapidated, but will soon be replaced by a better class of buildings.

28. *William Vankoughnet, Esquire, Kennebec.*—I beg leave to report that this is a poor and very rough Township, and the inhabitants generally are poor. No. 1 Union School Section school-house is a good frame building, with a map of the world, and blackboard; No. 2 is a log building, with seven maps and a blackboard; No. 3 is a log shanty, without any school apparatus; No. 7 is a log shanty also, and is without maps, &c. Prizes were distributed in two sections, and I am happy to say, with beneficial results. I regret to say that there are no libraries in our school sections, owing to the want of means to procure them. Time, I find, must be given to the people on this subject. There seems to be a perfect indifference amongst the inhabitants of this Township, as to the benefits of a

Common School education for their children. As a general rule, the people have received but little education. There are many causes for non-attendance, but I think the chief reason is indifference of parents, and great distance from school. Our schools are all free. The revised programme for County Board Examinations is observed, and the questions are printed. Two new school-houses will be built this summer—one at Arden (Section Two,) and one in Section No. seven. On the whole, I think the schools in this Township are making some progress in the different branches of education.

29. *Daniel McKee, Esquire, Kingston.*—A visible improvement has taken place in the majority of the schools of this Township, both as regards the mode of tuition pursued by the teachers, and also the proficiency attained by the pupils. There is, however, room for further improvement. I had made arrangements to make my second visit for 1869, to the different schools in November last, but owing to sudden indisposition, I was not able to do so except in a few instances. I intend to make up for this omission during the present year. I stated in my remarks for 1867, the views I entertained regarding non-attendance of children at school, and also the good effect the distribution of prizes exerted on the pupils. I have had no cause to alter my views on these subjects. A splendid stone school house, well furnished, has been erected in Section No. 6, Village of Cataraqui (late Waterloo,) to replace the one burned down. It was opened after the midsummer holidays with a celebration in honor of the event. Another stone school-house has been built in Section No. 12, but not quite finished inside. The County Board Examination questions are printed, with the exception of those on mensuration, algebra and geometry, which are *viva voce*. The Board has adopted a higher standard for reading and spelling, and called in all third-class certificates. Regarding religious instruction, I find in nearly all the schools, the Bible or Testament is read, and they are opened and closed with prayer. Religious instruction by ministers of the gospel is not observed. The influence of the *Journal of Education* is reported good.

30. *Asa Phillips, Esquire, Loughborough.*—I congratulate the people of our Township on the improvement made in our Common Schools since 1850, when I first came into the office of Local Superintendent, and more particularly since 1840, when, as a "boy teacher," I first taught school in this Township. The old log house in many places has been removed, and the substantial and commodious stone or frame has been put in its place. Some of the children who were young pupils just learning the rudiments of education in 1850, are now standing high in the community. Two at least are in the Professor's chair, others are in the pulpit, some are successful Common School teachers, while others are occupying good positions in life. Thanks to our excellent Common School System for their early training and success. The people generally are well satisfied with our School Law as it is. Some think if all schools were made free by law, it would be better than it now is. I think that if the general features of our School Act were condensed, and put in a new manual, it would be an improvement. The revised programme for County Board Examinations is strictly observed, and the questions are printed. The General Regulations in regard to stated religious instruction are carried out in some of the schools with good results. The people have manifested much indifference in regard to maps and library books for this Township, but they are beginning to appreciate their benefit. Prizes have been distributed in some of the schools with the best results. The *Journal of Education* has been highly appreciated by many persons in our school sections, and we think that if all would read it, they would appreciate its worth. The causes of non-attendance are various, some are too poor, others are too far from school, but one great cause is the negligence and indifference of parents. The statements in some instances are correct, but I have known parents who were very poor, exert themselves to the utmost to give their children a good Common School education; saying that it was *all* they could give them. I am sorry that I cannot report a larger average paid to teachers—there is, however, an advance on the past year to both male and female teachers in this Township. The Trustees see that they cannot get good efficient teachers, either male or female, without paying a reasonable salary. I have endeavored to impress upon the Trustees and parents the importance of having well qualified teachers, and of co-operation on their part with teachers, in order to secure success in the education and improvement of their children. The best teacher is generally the cheapest. When we have faithful and thorough

teachers it is surprising sometimes to find how much the children will be advanced in a short time. We have in this Township a few Sunday School libraries, and I have reason to believe that they are exerting a good, salutary, and beneficial influence among the rising generation. We have an efficient staff of teachers for 1870, who have commenced their work and are doing well.

31. *William Armstrong, Esquire, Oso.*—I have nothing encouraging to report as to the progress of education in this Township. The education of the youth is the last thing thought of; whether it is from the severe distress of the past two years, or indifference, I know not, but think the causes are united. There has been great indifference displayed in reference to the annual reports—some of the blank forms having been returned without being opened. Some have come back half filled up, not one has given the population, and one section has not sent its return at all. I have given the best information in my power. The programme for the County Board Examinations is observed, and the questions are printed. The Section is without a single library. The maps in School Section No. 3 are highly valued by the teacher and pupils. I have urged No. 1 to send for a small library, and a Map of the Dominion. The *Journal of Education* is received, and highly prized by the Trustees.

32. *John R. Smith, Esquire, M.D., Portland.*—Education, on the whole, is improving in this Township. The majority of the denominations are chiefly of the Methodist faith, and religious instruction is attended to. Notwithstanding, however, the hints I suggest to the Trustees to employ good teachers, do away with old log shanties—replacing the same shanties with good frame or stone buildings—seems to have no effect whatever, for the reason that they are either ignorant, or do not wish to appreciate so great an improvement. The attendance, on the whole is good—cause of non-attendance—parental indifference. We have only three libraries in this Township, which, I am sorry to say, are not of the best description, although I use my utmost endeavours to encourage them. In closing these few remarks I can only say that not much can be done for the noble cause of education, unless men of a better stamp are elected Trustees. I do not mean all of them, but indeed a majority.

33. *The Reverend Thomas S. Chambers, Storrington.*—I cannot add much to what has been adduced on previous occasions. As it would serve no good purpose to reiterate from year to year the same facts, I deferred sending any supplementary observations in connection with my Report of 1868. It is not always an easy matter to arrive at a certainty in relation to some of the points on which information is sought. Teachers and trustees seem in some instances careless as to the way in which their reports are filled up. I have had occasion to return some of them that they might be put into a more complete and creditable condition. The chief difficulty that operates in keeping some young people of legal age from attending school with regularity, is the inability of many parents to dispense with their services during the summer months. The attendance is always greater during winter, large accessions being made after the New Year's holidays. An older and more advanced class of pupils are thus availing themselves of the benefits of education during the interval between Nature's harvest and seed time. I find that the unpopularity of a teacher seriously militates against a good attendance. Trustees should be very particular in their selection of teachers. It is to be feared that in some instances cheapness serves as the great deciding element in the employment of a teacher. An incompetent, or it may be an indolent indifferent teacher (such as may be secured at a low figure), is a positive curse to any section where engaged; for during the period of his or her incumbency, the young people, especially those from nine years of age and upwards, are to a great extent wasting their time and acquiring careless unprofitable habits. Too great caution cannot be exercised in the choice and supervision of teachers. It is most provoking as well as wicked for any teacher to act the part of a mere hireling, and not endeavour to turn to a good account the favourable opportunities afforded for improving the seed-time of youth. The examinations of the County Board are conducted with great care and impartiality. Printed questions are in the main employed. In mensuration, geometry, and algebra, recourse is had to the black board. It is considered that in this way the attainments of the applicants in respect of these subjects can be more thoroughly and satisfactorily ascertained. This plan has been tried for a few times and has been found to

work well. At the January meeting of the Board it was resolved that in future more value would be attached to reading, writing, spelling, arithmetic, and grammar, because these five subjects were regarded as comprising the essentials of a good Common School education. The other points are by no means to be dispensed with or overlooked, but on these fundamental qualifications greater stress will be laid. The members of the Board have oftentimes been surprised and grieved to witness the little proficiency made by some would-be teachers in these departments of study. They hope to be able to effect an improvement in this matter by insisting on candidates coming up to a higher standard. Steps have been taken to give publicity to this requirement of the Boards, that teachers may understand what will be demanded of them as a *sine qua non*. The system of using prizes has been acted upon on a very limited scale. Where it is followed it is found almost necessary, for the sake of peace and satisfaction, to give each pupil something, reserving the more valuable books and cards as prizes for those specially deserving.\* I am thoroughly persuaded that this matter judiciously attended to would be fraught with good results. I may state that in one school, namely, No. 5, prizes were employed to advantage, for they operated as a stimulus to the young people. I like very much the idea of drawing the young cheerfully along in the path of knowledge by means of inducement. They do not in general appreciate education for its own sake, and when this subsidiary influence can be brought to bear for good, it is a most desirable and effective auxiliary to the teacher's efforts. The only libraries in this region are those which pertain to Sabbath Schools. In this connection I would state that parental and Sabbath School instruction in conjunction with ordinary ministerial labour, are the only means employed for the religious training of the young. In a rural community the general regulations in regard to stated religious instruction incorporated in the School Act seem impracticable. I am not aware that the reading of the *Journal* contributes in any appreciable degree to the greater usefulness of the schools. If trustees reap any benefit from it I am afraid they lock it up in their own minds.

34. *George Malone, Esquire, Wolfe Island.*—In looking over the notes I took of the school in my first tour of inspection, eight years ago, I find one marked "A Perfect Hedge School!" I am happy to say none such exists here now. The schools on this island—12 Common and 3 Roman Catholic Separate—are all doing well. The staff of teachers is greatly improved, and almost all the school houses have undergone quite a renovation. There are no Common School libraries in this township, and prizes were distributed only in two of the sections. There is a township library here, but the books are kept in the Town Hall, and it appears to be nobody's business to look after them or take charge of their circulation. Their influence, therefore, amounts to nothing. There are two Sunday School libraries, however, doing a good work in the township. I have, more than once, reported the evil effects of a variety of text books in the schools. In the Trustees' Annual Report the question is asked "Are the authorized books exclusively used?" and again the question is asked, "What spelling book, what grammar, what arithmetic, what geography, &c.?" Now, I submit, if there was a selection made and only one of each class allowed, these last questions need not be asked, as it would be the Superintendent's business to see that none but authorized books were allowed. I need hardly mention the evil arising from this diversity of school books. Again, some of the poorer sections complain of the high price of the books, and the leading trustee of one of the schools told me the people of his section, being generally poor, could not afford to buy them, and some of the children were kept at home in consequence. I am sorry to see any complaint of the issue of the *Journal of Education*, and I can only say that, in this township, it is regularly and eagerly sought after by the trustees; and this I have the best means of knowing as I am postmaster here.

## XI. COUNTY OF ADDINGTON.

35. *James Knight, Esquire, M.D., Sheffield.*—The influence of the distribution of prizes is good as far as carried out. The *Journal of Education* is received in all the sections as far as I know. I believe I can safely say, it is exerting a most beneficial influence upon the

\* See the remarks on the subject in the Chief Superintendent's own Report, ante.

cause for which it is designed—to enlighten those who have sufficient capacity for information.

## XII. COUNTY OF LENNOX.

36. *Charles E. File, Esquire, Fredericksburgh North.*—Several of the schools in this Township are in a very thriving condition, and judging from the interest that is taken both by parents and children in the cause of education, I am confident that men of learning will not be wanting to look after the educational interests of the next generation. Some of the small school sections are in rather a backward state—Trustees having procured inferior teachers, in some cases, because they could get them cheap, and even then only kept the school open long enough to draw the public money. However, I am pleased to say, that they are taking more interest in the schools now. There are some children in almost every section who do not attend any school, and the Trustees attribute it to the neglect of parents. The candidates for certificates from the County Board are required to pass a written examination. The questions are prepared by members of the Board, and printed for the occasion. The *Journal of Education* is held in high estimation by all who have a literary taste. It not only affords aid to the trustees by giving explanations in regard to the various clauses of the School Act, but it also gives general instructions in regard to the working of the School System, both in this and other countries—instructions which we should not otherwise receive.

37. *Orison D. Sweet, Esquire, Richmond.*—All the schools in the Township are supported on the free system. The children of the poor man stand on an equal footing with those of the rich. I am only sorry on this point, that the schools being open to all, the parents are not compelled by law to send their children to school for a certain portion of the year, thus giving them that which is justly their due, namely, a Common School education, without which they are but poorly prepared to enter upon the duties of life. You will notice by referring to my report, that most of the schools were kept open during the greater portion of the year; a few, however, are reported as having kept open for only six or seven months. This is a matter that should be remedied, as I am convinced that during the six months vacation in such schools, the children forget the greater portion of that which was taught them during the time they attended school—the time of the children and money of the parents is thus almost completely wasted. I would be glad to see the school law so amended that Trustees would be compelled to keep the school open at least nine or ten months of the year instead of six. The Municipal Council have very wisely invested the moneys arising from the sale of the Clergy Reserve Lands, which have been apportioned to this Township from year to year, for the benefit of the Common Schools, the interest of which amounts to about six hundred dollars per annum, which is made payable half-yearly, and apportioned among the various schools in the same manner as the Legislative Grant and County Assessment are apportioned—in proportion to the average attendance at the schools. Some of the schools are completely free, the Trustees not being required to levy a tax at all, for several years at least, and I hope to see the time not many years hence, when all the schools in the Township will receive sufficient from these several funds to enable them to keep open for the greater portion of the year, without levying one cent of School Tax on the ratable property of the School Sections. The higher branches of Common School education are too much neglected in most of the schools, the cheaper teachers holding second-class County Board certificates being employed, as you will perceive that only three teachers holding first-class certificates have been employed during the course of the year. The County Board of Public Instruction is quite up to the times, with regard to the examination of teachers and the granting of certificates, very many applicants being obliged to go home with "Try, try again" sounding in their ears from the lips of the worthy Chairman of the Board, the Rev. J. J. Bogart, who, together with the other members of the Board, takes a deep and lasting interest in the welfare of the youth of the land. The *Journal of Education* is regularly received, but I am inclined to think that its contents are not sufficiently read and acted upon—the schools being only partly supplied with the necessary maps and apparatus—while some are still entirely without them.

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### XIII. COUNTY OF PRINCE EDWARD.

38. *Gilbert D. Platt, Esquire, County Superintendent.*—The principal cause of non-attendance is the inconvenience arising from the distance of the school house. There must be added to this the indifference of parents to the important matter of education, as well as unwillingness to pay the prescribed fee in those sections where a rate-bill is imposed. The regulations respecting stated religious instruction are not carried out in any instance that has come to my knowledge. The questions for the examination of candidate-teachers are carefully prepared and printed immediately before each examination, and are as thorough and difficult as the prescribed programme will admit. No third-class certificates are granted, and the examination, as a whole, is considered more thorough than in any of the adjacent counties. No schools have, as yet, commenced museums of natural history, &c., probably because the subject is so much neglected in our schools, and touched so lightly in the programme of subjects for examination of teachers. Unquestionably there is much need of greater attention to the natural sciences as an important branch in the course of study to be pursued in our schools. We have no magic lanterns, but are thinking of procuring one good one for the use of all the schools. There are very few Common School Libraries, and most of them are disorganized and neglected. I think the books have all been covered at one time, and those not lost are still in that condition. The two or three libraries available to the public are properly appreciated and exert a very beneficial influence. Prizes were distributed in very few schools during the past year. There seems a feeling of distrust as to the general influence of the system, which, added to the oft-recurring expense, prevents its adoption in any considerable number of schools. Many teachers express a decided preference for certificates of honour as a reward for praiseworthy effort and success on the part of pupils. The *Journal of Education* is pretty regularly received (though often very late in the month), but not so generally read by the trustees as it should be. It is, however, highly valued by the teachers who, I believe, reap no little benefit from its perusal. With reference to the general condition of the schools in this county, it affords me pleasure to state that there are several indications of increased efficiency and progress. First, in the more general willingness to employ good teachers at a fair remuneration. Many examples exist of comparatively poor sections which regard the employment of good teachers as a matter of necessity. There is, of course, great room for improvement in this important respect. Money still fills such a large place in the estimation of some people, that even the education of their children is held of secondary importance. Yet it is gratifying to observe some progress towards a better state of opinion. Secondly, the gradual diffusion of a proper idea of the true object of a Common School education. The conception that it is the sole duty of the teacher to impart useful information without reference to the formation of character and the development of the mental powers, has hitherto been, to a great extent, the popular idea. This, through the influence of teachers awake to their great responsibility and other means provided by the School Act, as well as the general diffusion of knowledge, is being, I trust, to some extent corrected. Thirdly, the enterprise and taste displayed in the erection of a superior class of school houses. This is a pleasing feature and one which not only indicates progressive ideas in the minds of a part of the people, but is also calculated to excite interest in the others. Not less than eight new houses are projected for the present year, 1870. Fourthly. One township (Ameliasburg) held a public examination of the pupils of its various schools in October last, at which prizes to the value of sixty dollars were distributed to the successful competitors in grammar, reading, geography, and arithmetic. The funds for procuring the prizes were generously provided by the Municipal Councillors contributing five dollars each, and a like sum from W. Ross, M.P. Another very hopeful feature is to be found in the means adopted for the improvement of the teachers. A very successful County Association, meeting semi-annually, and two subordinate branches, meeting quarterly, have been in operation during the latter half of the year. The meetings of these associations have been very generally attended by the teachers, several of whom have walked a considerable distance to be present, and the meetings have been marked by great interest and profit. In connection with the association a teachers' professional library was formed, consisting principally of books relating to the subjects of education and school management. The library has been well patronized and

has undoubtedly exerted a powerful influence for good upon the schools. With these encouragements we hope to see much greater progress in the future than has appeared in the past. We have still to regret, in common with other parts of the country, a discouraging lack of interest on the part of many of the people, which manifests itself particularly in *irregular attendance*, one of the most serious drawbacks to the efficiency of our schools. For several months of the year this cause exerts a most damaging influence in a majority of the schools of the county, amounting in some localities to almost utter extinction for two or three months in summer. I consider that, if education is to be every Canadian child's birthright, that right is seriously infringed by the parent who permits the irregular attendance of his children, unless in very exceptional circumstances. The difficulty is not very easily remedied.

#### XIV. COUNTY OF HASTINGS.

39. *Frederick H. Rous, Esquire, South Riding.*—I think that the Statistical Report will show that some progress continues to be made in our schools, and probably more might have been reported but for the feeling of uncertainty that has prevailed as to the probable or proposed change in the existing School Law. Better school-houses are one by one taking the places of the primitive buildings erected by the pioneers in their respective districts. Frame replacing log houses, and brick being used as a substitute for both. Young shade-trees are more often seen growing up around the school-house. The character of the instruction given is slowly, but surely improving. The average length of time during which our schools are annually kept open has gradually increased, till now we need scarcely wish it further lengthened. The authorized school books may be said to be exclusively used. Reading tables, blackboards, and good school-room maps, are almost invariably to be found, and are increasingly used in our schools. The cause of the irregular attendance still reported in some localities is as usual ascribed almost invariably to "indifference of parents." To me the causes seem much more complex. One that I think often operates is the great scarcity of teachers, able at the same time to exercise a genial, healthy, moral influence over the scholars—and to maintain a state of sound, strict, regular discipline in the school, thus creating an atmosphere of social comfort and tranquil cheerfulness in the school-room. Another very effective cause is the want of *thoroughness* on the part of many teachers. The scholars do not understand their lessons with sufficient distinctness, nor learn them with sufficient accuracy, thus omitting two of the essential conditions of securing the pleasurable excitement and hearty enjoyment that properly accompany the acquisition of knowledge. There are still many teachers who do not appreciate the importance of every evening looking over, thinking over, and preparing themselves for the next day's lessons; though this is no doubt one almost certain means of increasing the interest of the pupils in the school. Besides the above causes—I think the exceedingly unattractive, not to say repulsive, appearance and arrangements of some of our school-houses—internal and external—have a great deal to do with the slender attendance. When every school-house has clean, white walls and ceiling, jet-black stove and stove-pipes, well-washed and well-swept floor, tidy, well-dusted desks, attractive, well-kept school-room maps, and a complete combined system of warming and ventilating; when it is invariably enclosed in a roomy play-ground, bounded by a light and pretty fence, containing some few pieces of cheap gymnastic apparatus, and a dozen or two of ornamental shade-trees; and when above all, the teacher is one who combines thoroughness in teaching, with a genial strictness of discipline, there will be very little heard of non-attendance of pupils, and "indifference of parents." Effective religious instruction is, I think, sometimes given—that is to say,—that when the teacher is imbued with religious feeling, it is continually cropping out in his daily life, and must, therefore, affect his intercourse with the scholars during all the exercises and varying incidents of the school-day. From this kind of religious instruction I have seen great and good results. Children are so eminently imitative, that the patience, the gentleness, and the geniality of the teacher are unconsciously reproduced, and acted out by them. We continue to use the system of printed questions and written answers in our Semi-annual Teachers' Examinations, and should think it quite impossible to revert to the old plan. We always feel, however, that even the present plan is a very insufficient one for securing competent teachers; as their literary acquirements are by no

means the only essentials, or even the most important of a teacher's qualifications. School museums and magic lanterns are rarities indeed in these parts, and seem likely to remain so until some distant date—say sometime after the introduction of vocal music, linear drawing and gymnastic drill, as necessary parts of the ordinary Common School programme. Our school libraries remain in *status quo* as described in my report last year. I may refer to one other point before closing—the difficulty of obtaining thoroughly reliable returns of the average school attendance, arising from the equal difficulty of securing strict integrity in the keeping of the registers. Could not the *results* of teaching be taken into account as well as the attendance? If the Local Superintendent at one of his half-yearly visits (of which previous notice might be given,) should make a record of how many pupils he found up to a certain standard in each of the studies, this might serve partially or wholly as a basis for the distribution of Government grants. Something of this kind appears to be intended in the new educational scheme, just introduced in the British House of Commons, and would seem very desirable if practicable.

#### XV. COUNTY OF NORTHUMBERLAND.

40. *Edward Scarlett, Esquire, County Superintendent.*—I regret that I cannot adopt the language of some of my official brethren—I cannot “rejoice at the great prosperity of our schools.” While we are making fair progress in school matters, I dare not conceal the fact, that vastly more ought to be done, and could be done, were the educational appliances in operation, which are required by the present exigencies of our schools. We need a better class of teachers, devoted men, whose hearts are in their professions, and who will spare neither time nor expense in fitting themselves for a work on the right discharge of which are impending the gravest results. We need a complete revolution in the constitution of our Boards of Public Instruction. As they are at present constituted, there is little guarantee to the qualified teacher, that men of very limited capacities, and slender attainments, may not hold as high grade certificates as himself, possessed as he may be of good natural talents, and a large store of sound knowledge. This is a very grievous wrong, and one which at present is preying like a gangrene on the most vital part of our School System. Teachers feel it to be a degradation to have men sit in judgment on their qualifications, who themselves could not pass an examination for the very lowest grade certificate. Of course there are men connected with Local Boards of Examiners, that are highly educated. But as a general rule the men who at present examine teachers know but little by experience of the teacher's profession, and hence are not proper persons to judge of the qualifications for a calling in life, the duties of which they have never discharged. Again, Grammar School Trustees in rural sections of our County, are placed in a position where they are liable to be partial. Many of the young people of both sexes who attend those institutions, go for the purpose of fitting themselves for school teachers, and as their means are often very limited, they frequently undergo a “hot house process,” which makes them indeed teachers of a very flaccid texture. The Trustees of those institutions are generally anxious for the prosperity of their schools, and the greater the number of pupils who are forced through them in the shortest time by this high pressure system, the greater the influx of scholars, and consequently the larger the apportionment from the Grammar School Fund. In this way the school-fields of our country are often overrun by a horde of depredators more to be dreaded than the locusts of Egypt. Woe be to the few members of “Boards” who have moral courage to face this monster evil. If they escape unscathed it is not for lack of scorching epithets being hurled at them. “Self-willed,” “arbitrary,” “selfish,” “tyrannical” are often the most moderate expressions used by blind calumniators against the soldiers of true educational reform. It is not then to be wondered at, that our best men are leaving the ranks of the teaching profession, being often crowded out of their situations by inexperienced, unfledged candidates, bearing passports into the office of teacher, received from the hands of Circuit Boards of Public Instruction. I attach no blame to Grammar School Trustees for the course which they pursue in examining teachers. I blame the law that puts it in the power of men to err. We must not, however, lose sight of the great efforts and earnest solicitude that have from time to time been put forth to bring our schools up to their present high state of efficiency. We well remember the state

of education in this part of the Province twenty-seven years ago, when there was scarcely to be found one good Common School in the whole of what was then called the Newcastle District. We remember many of the teachers—poor fellows—we remember their qualifications—we remember the scanty pittance often grudgingly doled out to them at the end of their school-term. When we compare the past with the present, an agency has been at work more powerfully transforming, than was ever attributed in superstitious times to the wand of the magician. Where is the school teacher of thirty years ago with his few changes of raiment tied up in an old yellow handkerchief, seeking a night's resting-place from the pitiless storms of a Canadian winter? Where is the poor forlorn looking man, more to be pitied than scorned, as he begged from the "twelve subscribers" to his little school, the hard-earned six-and-threepence, or seven and-sixpence per quarter, that enabled him to eke out a scanty subsistence for himself, his wife, and often seven or eight children? Where is the old veteran of a hundred battles, "with his wooden arm and leg," corduroy knee-breeches and well-adjusted spectacles, teaching the "young idea how to shoot," as a last resource for the support of a feeble constitution, worn out in bravely serving his king and country? Where are the broken-down merchants, the weather-beaten sailors, and unsuccessful speculators? In short, where are the maimed, the halt and the blind, who had the school-training of Canadian youth thirty years ago? They are gone!—may their bones rest in quietude till the morning of the loud blast of the angel's trumpet;—they are gone!—save a few monuments of the past, who are left to remind us of the scanty privileges of that noble army of forest pioneers, who "made the wilderness and the solitary places to be glad for them," and who prepared for us an inheritance worthy of a liberty-loving ancestry. These worthy men of the past live to tell us the sad tale, that thirty years ago there were no free schools, few brick or stone or frame school-houses—no trustees bound under a corporate seal to collect teachers' salaries—no engaging teachers at salaries of either four or six hundred dollars per annum—no employing a boy to attend to the warming of the school-house on winter mornings, no uniformity of text-books, no *Journal of Education* to enlighten school officers, no Township or school libraries, with their well-selected volumes to entertain and instruct the early settlers of Canada during the long evenings of winter; no school-room maps to teach something of the world in which they lived, no school apparatus to simplify scientific instruction—few schools in which English grammar was taught—many in which it was not understood even by teachers themselves; few schools in which Walkingame's arithmetic was intelligently taught—many in which it was imperfectly mastered even by the use of the "key;" no philosophy, no history, *nothing* to arouse the thinking powers of youth to an intense desire after knowledge. Although beneficial changes have taken place in school affairs, which have done much to enlighten all classes of our population, yet we are more than ripe for further Legislative interference towards perfecting our School System, and it is greatly to be regretted that your amendments to the Consolidated School Act did not pass our Legislature at its last session. The men who opposed the scheme may be enlightened Statesmen, but they could not have been practically acquainted with the internal working of our schools, or they never would have thrown hindrances in the way of so great a desiderata as the proposed educational reforms of 1869. I am safe in stating that the men of this County who have paid the most attention to state education, earnestly desire that at a day not far distant, you will lay before our Legislature for their approval, such plans for bettering the condition of our Common and Grammar Schools, as will infuse into them new life and new vigour.

## XVI. COUNTY OF DURHAM.

41. *John J. Tilley, Esquire, County Superintendent.*—The cause of education has been progressing favourably in our County during the past year. All our schools, except four, were kept open during the whole year, and I think all our teachers are engaged for the whole of the present year. Four new school houses were built, and several others were enlarged or improved. A considerable improvement has been made since my last report in supplying schools with new furniture, and quite a large number of new maps have been procured from the Department. When we consider the very advantageous terms on which these are offered, it is strange that any section would remain long without a good supply;

for certainly they always give good satisfaction. Eighty-four schools out of the ninety-five were entirely free, a gain of six over the preceding year; so that whether all schools be made free by law or not, I think our County will soon have thrown off the small (though often vexatious) tariff on education. Seven schools voted the means to establish a library during the present year, though in some cases the amount apportioned was quite too small. But few schools have awarded prizes—your merit cards being preferred. From my intercourse with trustees and people generally at my lectures and at my regular visits, I am satisfied that there is a deep heart-felt interest in the education of the rising generation, and a just appreciation of the services of the faithful and competent teacher. The chief complaint from teachers is the irregularity of attendance; while the people generally regret the constant change of teachers. I do not know whether the teachers in the County of Durham are more fickle than those elsewhere, but I will give you our experience for the past two years. Out of one hundred and one employed on the 1st January, 1868, seventy-nine were not found in the same position in January, 1870, and of this large number, fifty-seven had either given up teaching or had left the County. Some had gone to the Normal or other schools. When we think of the retarding influence that must have been produced by this wholesale change in so short a time, we cannot wonder that it should occasion so much complaint. The friend of education will look for the cause of this, and endeavour to find a remedy. I am fully convinced that two causes, more than all others combined, tend to produce this mischievous result: first, the ease with which certificates to teach are obtained; second, the low remuneration paid to teachers. Certificates are obtained with far too much ease, and here let me say that I believe the clause in the late School Bill, which was intended to meet this defect, was the most important improvement that could be introduced into our school system; and any one who has carefully looked into the results of our present loose system of licensing teachers, must be convinced that it was a provision of the greatest importance. When certificates are so easily obtained, teachers who have some clever pupils, and who are ambitious for a reputation of "having turned out so many teachers (?) from their school," send on their young candidates, who obtain a license to teach, and considering themselves *fully qualified, of course*, rush annually into the profession in large numbers; the majority of whom in a year or two, either through dislike to the duties, or through incompetency, are glad to retire from the ranks, and hence the constant change. And so it goes on from year to year, and will continue to go on in this manner while our present system of examination remains as it is at present. It may be said, raise the standard. No, the standard is high enough; but the difficulty is, it is not carried out, and never will be carried out while the scholastic attainments of examiners are below those of the candidates to be examined. The first cause is a fruitful source of the second. Teachers are so easily licensed that every good school advertized has, on an average, at least ten applicants; then the underbidding often commences, and the low salary paid has its influence, more or less, on contiguous sections, and the teacher of experience rates nearly on a par with the novice. While the supply so largely exceeds the demand, the price of the teacher's labour must remain too low, and he must be constantly looking around for a more remunerative field. Legislation is also demanded to redress the grievances under which many small school sections labour. When sections were first organized, they were formed to suit the convenience of the then population; as the settlements advanced other sections had to be formed, and the quantity of land that remained was often too small to sustain an average school. But large sections are often unwilling to share with their poorer neighbours; and a few of these having the lion's share of wealth and strength, can bring to bear such an influence upon municipal matters, that it is a very difficult thing indeed to obtain an equitable distribution of land. Township Councillors find this a most vexed question, and one which they would much rather avoid than meet. I think your plan for forming a Court of Appeal, removed from direct local influence, would have answered the purpose well. I think that instead of the aggregate school population of a Township being taken as a basis for the apportionment of Government Grant, the aggregate school attendance should be used. The disparity between the rate per scholar paid in one Township and that paid in another has led me to this opinion. For the first half of last year the rate in Hope was one dollar and fifteen cents, while in Manvers it was only eighty-seven cents. The former Township by not

filling up its schools well, and thus returning a smaller aggregate, receives the large rate above mentioned ; while the latter, by sending its children more regularly to school, receives twenty-eight cents less per scholar. This looks like paying a premium for keeping children at home. And since the Local Superintendent must base his division of the grant according to average attendance, it seems to me that the same principle should be followed throughout. Another reason for this is, that the report of average attendance is reliable, while the returns of school population is often only an approximation, and, therefore, not to be depended upon.

### XVII. COUNTY OF PETERBOROUGH.

42. *The Reverend Frederick Burt, Anson, Minden and Lutterworth.*—During the year 1869, the whole of the Townships under my charge have been visited with whooping-cough. So every school, from south to north, thence eastward, has been very much unsettled, and indeed closed in some instances for a few weeks, by the prevalence of that enemy to children's comfort. Yet the vigour of youth is the true description of nearly all the schools under my superintendence. I see improvement in reading, grammar, arithmetic and geography. I see improvement in the "art of teaching" in at least four schools. I find a growing desire for better teachers on the part of Trustees, and a more liberal feeling towards teachers after engagement. I can report that our Boards of Trustees evince quite an amount of anxiety for the welfare of the schools of which they are the chosen guardians. Three new sections have opened for active work in the past year, and another opens in April. Two more schools have been furnished with maps, and two are making applications in due form for that necessary furniture for school work. In several schools the new grammar, arithmetic and spelling-book are already introduced. Our public examinations have been less in number and better attended than formerly, giving me grand opportunities of addressing a few words for the weal of our schools, and so for the cause of education, both particular and general. The *Journal of Education* is much prized by Trustees and teachers ; but I must report that in many schools it does not appear, so that six complain of its non-receipt.\* In the Township of Dysart, settlers are on the increase, and thus the schools are largely attended, nearly equalling that part of Minden Village (where I reside), or that of Kiumount, the second largest, being a small village school on the Bobcaygeon Road. The rest of the schools are small, owing to the stand-still state of the county. You will expect me to say that from this cause my people cannot be liberal in regard to libraries and reward books. In two or three sections the non-attendants are too numerous, but I am full of hope for better days ; for every year shews local improvement either in roads, houses, or in articles of dress.

### XVIII. COUNTY OF VICTORIA.

43. *John Welch, Esquire, Carden.*—It is almost impossible for me to make a report of the schools in this Township on account of the way they are situated. I am sorry to say they are making very slow progress—owing to various causes : First, the Township is new and the roads not fit for children to travel to school during the spring and fall of the year, therefore the schools are kept open only from six to nine months during the year. Secondly. The Trustees, with few exceptions, employ the cheapest teachers they can possibly get, and the consequence is they are continually changing them.

44. *The Reverend Walter Wright, Draper, Macaulay, Ryde, and Stephenson.*—No prizes have been given in any of the schools in operation during 1869. The *Journal of Education* has been received regularly, so far as known to me, except in School Section No. 1, Macaulay.† It is much prized, as it surely ought to be. The general regulations in regard to religious instruction are attended to with regularity and diligence. Increasing interest is manifested through the whole settlement in general education, and there is reason to hope that eight or nine schools will be in operation this year. No. 2, Macaulay, has erected a very neat frame school house. No. 3, Macaulay, is about to erect one also. Nos. 1 and 2,

\* The *Journal of Education* is regularly mailed. Where it is not received, complaint by letter should be made at once to this Department.

† The *Journal of Education* for this section is regularly mailed to Bracebridge P. O.

Draper, also propose to build. Permit me to say that it seems very desirable indeed, if not indispensable, that the Legislative Grant for this year should be considerably increased, if at all practicable, for the great mass of the population of Muskoka have to contend with very great pecuniary difficulties, so much so, that I doubt very much whether there be an equal section of country in Canada, where there is so strong a desire for educational advantages with so little pecuniary ability to gratify this desire.

45. *John H. Delamere, Esquire, Emily.*—The principal cause of non-attendance of pupils in this section is drunkenness, gross ignorance, and corresponding carelessness of parents. Religious instruction not generally followed in this Township. Programme of County Board fully carried out, and examination questions printed. No such thing as a museum has been attempted here, such things not appreciated. No scientific amusements of any kind practised here. Common School Libraries are, I may say, entirely neglected. The people of this community do not seem to read much. The *Journal of Education* is pretty generally received, but not much used or appreciated—many of the copies are never opened.

#### XIX. COUNTY OF ONTARIO.

46. *James Baird, Esquire, Reach and Scugog.*—The educational interests of these Townships progress favourably. Our Common School system continues to rise in public estimation the longer it is worked, and the better its admirable provisions are understood. Parents, trustees, teachers, and all now acknowledge that the more closely the provisions of the system are adhered to, the better the schools prosper; the consequence is, that the regulations for the guidance of the parties concerned are faithfully followed, and the machinery now works without a jar. At no previous time in the history of the schools of these Townships has there been an equal amount of anxiety manifested for the thorough education of the young; and this feeling manifests its healthful influence, to a greater or less extent, over all our schools. No better proof could be given of the high appreciation of the advantages of our excellent schools than the lively and almost universal interest manifested while the fate of the Amended School Bill was pending before our Legislature at its late session; and, notwithstanding that some of its provisions were distasteful to large numbers throughout the Province, the withdrawal of the measure was regarded with much regret by a vast majority in these Townships. It is now almost universally admitted that our Common School machinery, though complete for the proper working of the system up to the present time, now, in the altered condition of our schools, requires the wheels to be enlarged and one or two additional springs put in. The chief, though not the only obstacle to the rapid advancement of thorough education throughout the whole Province, is the weak sickly schools in the thinly-populated rural districts. The attendance at these schools is necessarily small, and unavoidably irregular; and here the expense of maintaining the school must be borne by a few, and these in many instances not very able. In these instances the trustees must be guided in their selection of a teacher more by the smallness of salary he is willing to accept than by his adaptation to the office. Not that the people of these sections are less desirous than those of the most wealthy sections to have their children well educated, but simply because they cannot afford to hire competent teachers. Again, while the grants apportioned to prosperous sections amount to a considerable sum every year, and do considerable towards the support of these schools, the weaker schools which require it most get very little, scarcely enough to be of any value to them. What is twenty or thirty dollars a year to a school? Absolutely nothing! So the few upon whose shoulders those schools hang so heavily must bear the burden almost unaided; consequently, these sections must be satisfied with such teachers, not as they wish but as they can afford to hire, and the children must be prime losers. The provision in the proposed School Bill to fix the minimum salary of teachers at \$300 was certainly a step in the right direction, but it did not go far enough, as no hint was given to the weak sections how they could raise even that amount. Provision ought certainly to be made in the Bill for so arranging the various sections that each may be enabled to maintain a good school without pressing too heavily upon the ratepayers of particular sections; and where such a division cannot be effected—where a section cannot conveniently be so laid off as to give it sufficient strength, let the grants to such sections

be increased in a proportionate degree to make up for the deficiency in assessed value. Under these provisions every school section in the Province would be enabled to maintain a good school; and it is only right that it should be so; why should both parents and children have to suffer in this respect in consequence of their residing in one locality more than another in the same Province—parents in being burdened in maintaining the school, and children in having their intellects dwarfed, and deprived of even the rudiments of an education in consequence of the inferior state of the school in the section in which it is their misfortune to reside. It matters little how largely the High Schools, Colleges, and Universities of a country may be endowed, if Common School education be regarded as of secondary importance,—that country will never be great, and has no right to be. But on the contrary, where a good Common School education is considered of primary importance—where it is not only unlawful, but almost impossible for a child to grow up without receiving a fair education—it signifies little what attention the Government gives to the higher institutions of learning, the country will become great, and their institutions will live and prosper under the fostering care of an enlightened people. Another pleasing feature in our system is its complete adaptation to supply all that is really required or can well be expected of a Common School. This is made obvious by the entire absence of any further attempt to increase the number of Separate Schools. While the Separatists of the United States are doing their best to undermine their national system by seeking to create division and animosity in the school ranks, by the threadbare cry of *Godless education*, we can look on with much less anxiety than we otherwise would. But we cannot refrain from expressing our regret that there are parties still to be found willing to retard the progress of secular education, disturb the harmony of the community, and create a division even amongst our children, merely to gratify some whim. We have had our Separate School fights, and would fain hope that we have heard the last of it; but it is to be feared that should the dissentients of the States succeed in creating a diversion in its favour, we may have the contest renewed amongst ourselves. The term *Godless education* is certainly a dark expression and cannot fail to act injuriously on any school system, especially with those who may not have the means or inclination to investigate the matter for themselves; and this expression being harped in their ears causes them to doubt the propriety of sending their children to school. Our schools are secular institutions and make no pretension to teach theology, but it does not follow that they are *Godless* on that account. It is intended that all our schools should be opened and closed with prayer, and most of them are so closed. It is true that the Sacred Scriptures are not used as a text book, neither should they be so used. In the first place they are not adapted as a text book to teach reading from, in consequence of their division into verses, neither is it proper that the sacred volume should be thumbed and thrown around as a common class book. Besides, were the Bible used as a text book it would have to be treated as other reading books, as far as explaining the meaning of the various subjects, but where could the teacher be found whose explanation would be acceptable to a mixed community, such as we find in all our school sections. The Bible, however, must not be banished from our schools; its daily use, though not as a class book, could not fail to produce the most important results. Let from ten to a dozen verses be read to the school with the greatest care, every morning and evening. This should be done either by the teacher or by one of the more advanced pupils, selected by the teacher from day to day. This privilege might be given as a reward for exemplary conduct, but on no account should it be given to anyone who cannot read well; and those who do read should not be allowed to proceed unless they read with the greatest care, and sufficiently loud and distinct to be heard by all present. This would be of much importance to the school, and the position of *public reader* would soon come to be regarded—as it really would be—one of honour, and would be sought after by those pupils capable of performing the duty. The effect on the entire school, in the matter of discipline alone, would be of the utmost importance, not speaking of the still greater advantages sure to result from the practice. The fact of the whole school sitting in perfect stillness from five to ten minutes every morning, listening to the careful reading of the Scriptures ere they commence the labour of the day, could scarcely fail to tell favourably on the conduct of the day; and a repetition of this before retiring from school would produce its pleasing fruits on the out-door

exercises of the evening. With one or two exceptions the work of the schools during the past year has been highly satisfactory, the utmost good feeling prevailed amongst the parents, trustees, and teachers, and this contributed not a little to the prosperity of the schools. The improved text books are producing their beneficial effects; a deeper interest is being manifested in the several subjects taught, and consequently a more thorough knowledge is acquired. The new series of reading books is far ahead of the old, and the new grammar is a decided improvement on its predecessors. Taking our text books as a whole, they will compare favourably with those of any other land in their adaptation to the purposes for which they are designed, and the time is not far distant when the Province of Ontario will take its place in the front rank amongst those nations who regard the thorough education of their children as their chief glory.

47. *J. D. Smith, Esquire, M.D., Scott.*—The cause of non-attendance in *Section No. 1* is not known. The school is opened with prayer, and the results are beneficial. The programme for County Board Examinations is followed and the questions are printed. No school museum. Books are covered, numbered, &c. *Journal of Education* is received with much benefit. The library exerts a very good influence. *Section No. 2.* Cause of non-attendance not known. General regulations in regard to religious instruction followed, with good results. Programme for County Board Examinations is followed and questions written. No school library or school museum. Prizes distributed and with good results. *Journal of Education* is regularly received, and produces very beneficial effects on the school. *Section No. 3.* Cause of non-attendance, negligence of parents. Religious instruction fully observed. Programme for County Board Examinations is followed and questions printed. No museum or library. *Journal of Education* is not received, but wanted badly. *Section No. 4.* Cause of non-attendance, indifference. Religious instruction followed. No museum. No library. Prizes were distributed. *Journal of Education* is received. *Section No. 5.* Cause of non-attendance not given. Religious instruction not followed. No school museum, &c. No library. No prizes. *Journal of Education* not received, wanted. *Section No. 6.* Cause of non-attendance not given. General religious instruction followed. No magic lanterns, &c. &c. No library. No prizes. The *Journal of Education* is received and considered a benefit.

## XX. COUNTY OF YORK.

48. *The Reverend James Brooks, Etobicoke.*—According to the reports received, there are more non-attendant children in the Roman Catholic Separate part of No. 6 Section than in all the other 9 sections together—20 against 16. The reason, I suppose, is indifference about education. There are still a few of those persons who think, and say:—"I have got on without education, and my children can do so likewise." But little attention is given to stated religious instruction in the Common Schools—Sunday Schools abound in this Township. The programme for teachers' examinations is observed, and the examination questions are printed. Not any of the schools of this Township have attempted anything of a museum, &c. Not any that I am aware of have introduced scientific instruments. The libraries are not as much appreciated as they ought to be, and many of the books are in a neglected state. I will endeavour to give more attention to this subject in my school visitations. There were prizes distributed in only four schools out of ten in this Township during the past year. In the hands of an earnest and skilful teacher, prizes may be used to great advantage. I cannot speak particularly of the result connected with their distribution. This question I think will have the effect of leading me to lecture on the subject in the schools. The *Journal of Education* is received in nearly all the school sections,\* but like the library books, I think it is not as highly appreciated as it ought to be.

49. *The Reverend James Carmichael, King.*—As this is my first year in the office, I can say but little about the progress or the want of progress in the several schools. Trustees seem to be becoming more alive to the importance of doing away with the vicious system of changing the teacher at the end of every year. They are also slowly awakening to the consciousness that the cheapest teacher they can engage may not be on the whole the best.

\* Where the *Journal of Education* is not received, complaint should at once be made by letter to the Department, as it is regularly mailed to all the school sections in Etobicoke.

The school-houses are all in good condition—commodious, warm, well-furnished, and cleanly kept. In most of the schools the library is in a dilapidated condition. Little interest is felt in it by the scholars or their parents, and no care is taken to renew or increase it. The average returns for the latter half of 1869, fell far short of the returns for the former half—measles, scarlet fever, colds, &c., interfered a good deal with the attendance of the schools for the greater part of the summer. There are still in several of the sections too many children who never attend school, and the almost universal cause is the “indifference of parents.” In one or two instances where the districts are large and sparsely peopled, distance from the school may be the reason of non-attendance of the children. In every school the new series of national readers are used exclusively. The Trustees in several instances report that the *Journal of Education* is not received regularly,\* nor read when received, nor useful when read. I have endeavoured to arouse both Trustees and teachers out of this apathy in regard to the *Journal*, and I believe that if it were carefully read it would be of very great advantage to all parties. I am sorry to find that the Bible and Testament are almost wholly excluded from the school; I think that, less or more, it should have a place in the work of every day in the school.

*50. The Reverend D. H. Fletcher, Scarborough.*—I have, since I came to reside in the Township nine years ago, though not acting as Superintendent till recently, watched with deep interest the gradual improvement of our Common Schools. It affords me unfeigned pleasure to report that there has been a most decided progress during that period. The old uncomfortable school-houses have been gradually disappearing and giving place to buildings of a superior class that are a credit to the Township, and of immense benefit to teachers and pupils. We have now excellent brick houses in six sections. They are commodious, and well adapted in every respect for educational purposes. The one erected last year in Section No. 1, cost over *three thousand dollars*. I am sure it will be gratifying to you to know, as indicating the attachment of the people to our admirable school system, that this amount, somewhat large for a rural section, was most cheerfully paid in two annual instalments without a *single dissenting voice*. We have still, I regret to say, buildings (frame) of an inferior description in four sections. I have strongly urged the rate-payers to replace these without delay with better houses. This will be accomplished in two sections next summer, and I hope without any great delay in the other two sections. All the schools are free. The Holy Scriptures are read in them all. They are also opened and closed with prayer. *Non-attendance.* The number of children of school age, not attending school, is comparatively small—between four and five per cent. of the whole. The cause assigned in the different reports for their non-attendance is “indifference of parents.” While the criminal negligence of parents is undoubtedly the chief cause, I find as a general thing, that in every section where the teacher is thoroughly efficient and popular, there are few children who do not attend. The non-attendance in one section was largely owing to the unpopularity of the teacher, and in another to the want of school accommodation provided by the Trustees. There are still some who are strongly opposed to compulsory education, but it seems to me perfectly plain that when parents criminally neglect their duty to their children the law should interfere. If men of property are taxed for the support of our excellent schools, it is but fair and just that indifferent parents should be compelled to send their children to the schools for a certain period each year, in order to prevent them growing up in ignorance and crime, a curse to society. There are no Common School libraries in this Township yet. Their place is in a good measure supplied by other libraries—one of these established several years ago, contains 1,400 volumes on various subjects. A large number of the inhabitants avail themselves of it. I should rejoice to see a library established in every school section. Prizes were given during last year in only five schools, and that to a very limited extent. I regret this very much, for I am fully persuaded that the judicious distribution of prizes, besides diffusing a large amount of useful knowledge, tends to promote regularity of attendance and diligence in study. The average salary paid to male teachers last year was only \$365.55, a very slight increase on the preceding year. I am extremely anxious to have it raised to at least \$400. The low remuneration which Trustees are disposed to give teachers is most prejudicial to the efficiency and progress of our schools. I have known several young

\* The *Journal of Education* is regularly mailed to all the school sections in King.

men of talent and energy, efficient and successful teachers who felt themselves constrained to abandon a profession which they loved, owing to the inadequate remuneration which teachers receive. I am informed by some of the merchants of your city, that men engaged as porters, who have scarcely any education receive an annual income of \$400 each, and in some instances more. Surely it is not to the credit of our people to pay less to the teacher of their children who has spent much time and money in qualifying himself to discharge intelligently the arduous duties of his profession, than a Toronto merchant pays to his porter, who perhaps can only with difficulty write his own name.

51. *The Reverend John Bredin, Vaughan.*—The number of children not attending any school in this Township is a mere fraction of the children of school age, and their non-attendance is mainly attributable to distance from the school house. While the general regulations in regard to religious instruction are not followed, nearly all the schools are opened and closed with the reading of the scriptures and prayer. The programme for County Board examinations is strictly followed, the examination questions being printed, and the examinations are considered to be thorough and searching. Of the 19 teachers employed, 13 hold first class, and the rest second class, grade A certificates. Two commodious school houses of brick have been built, and a third purchased during the year. There are still two sections in the Township in which a rate bill is retained. Complaints are occasionally made in reference to the irregularity of the arrival\* of the *Journal of Education*. Could its despatch and delivery be more punctually observed, its influence for good would be largely augmented. It is not too much to add that the several provisions of the School Act, under active and vigilant Trustees and energetic teachers, are largely fulfilling the expectations of parents and guardians in imparting to the young a sound and practical education.

## XXI. COUNTY OF SIMCOE.

52. *Robert F. Banting, Esquire, Essa.*—The schools of Essa were never in a more prosperous condition than at the present time. We had one excellent new frame school house erected the past year in section No. 2, at a cost of about \$800. The people in general submit willingly to the trustees' rates, and there appears a greater desire to obtain the services of competent teachers, indeed your very excellent school system was never more highly appreciated, and particularly so since the rumour of the contemplated changes in the same, which said changes I fear would not be very well received in this Township. There is, however, one source of complaint which I think should be remedied, and that is, in sections where the school house is situated on the borders of the Township, parties in the adjoining Townships or Villages, in order to secure the privilege of attending such schools, are unprincipled enough to rent a small patch of land in said sections at a nominal price, and then claim the right of sending their children to such schools, and in this way, for the sum of 5 or 6 cents of an annual assessment, send as many children, perhaps to crowd the school, the supporters of which have, at a heavy tax upon themselves, secured a good school house and employed a first-class teacher. I have known instances of this kind in my own neighbourhood, and I think some enactment should be made to remedy the evil. Before concluding, Reverend Sir, permit me to indulge in the fond hope that the educational interests of Ontario may for many, many years to come, enjoy the blessing of your able superintendence and fostering care.

53. *William Harvey, Esquire, Flos.*—In school sections where prizes have been distributed a beneficial influence is exerted, not only in stimulating the children to persevere in their studies, but in the instructive and interesting reading matter which the prize books contain. The number of non-attendants is small, and is mostly caused by bad roads and distance from school. The schools in Flos are all free, which appears to be the favourite system in this part of the country.

54. *The Reverend Jacob Poole, Innisfil.*—The present school organization of the Dominion of Canada is a great blessing to the inhabitants at large, especially so when contrasted with the state of things forty years ago, without system or order. If a school existed in any locality and a teacher proposed himself, one or two ambitious men went round the neighbourhood enquiring who would send their children to school; if one

\*The *Journal of Education* is regularly mailed to all the school sections in Vaughan.

family agreed to do so another would not, and here the difficulty arose, and if it was removed there was no certainty how long it would continue, and it was almost a certainty it would not continue long. It would be well if the present generation would consider how much better their condition is under the present school system, with all its appliances, and although there is a vast sum of money expended annually on the public schools, there is a proportionate return for it in the removal of ignorance, and a great amount of knowledge gained, and the intellect greatly improved. The present state of the schools of Innisfil is improving under a class of competent teachers, who are in general prompt in their duty and competent to teach the branches established by law. The school houses are also accommodating, with the exception of two or three of them, and it is expected that they will soon be removed by the erection of others in their place. Some of the schools, however, are not as well supplied with maps as would be desirable—some have libraries and prize books, and others have not. It is to be regretted that trustees are not more ambitious in availing themselves of the very liberal offer held forth by the Chief Superintendent as an inducement to supply the schools with a greater variety of reading than they would have otherwise. I find, in visiting the schools from time to time, one deficiency but too general in teachers; they do not study the varied capacities of the junior pupils under their care so as to know how to deal with each one according to their diversified temperaments; a timid nervous child requires to be patiently borne with by the teacher, otherwise the memory fails, and fearfulness and trembling follow, and then the pupil in that state is incapacitated to learn anything. If the teacher in such a case should yield to his own feeling, as some do, the consequence would be that servile fear would suddenly seize the child, and in that state the teacher would be of no more use to such a child than he would be in attempting to hammer knowledge into the heart of a stone.

55. *G. Carson McManus, Esquire, M.D., Notluwasaga.*—Various reasons are assigned for the non-attendance of children. I might mention a few of the principal ones, viz., distance, bad roads, and indifference of parents. In some places the proper roads are not opened, and in order to get to the school house they would have to travel some four or five miles in a round about way. Indifference of parents is, I am sorry to say, the great cause in the majority of cases, and one that cannot be easily remedied. Some parents think that if their children can read round-hand and spell their own names that they are qualified for any positions in life with grace and credit to their parents, who have sacrificed so much to give them a superior education as they term it. Others are too much interested in worldly matters, and cannot spare their valuable time or services at home to allow their children to go to school. A thousand and one things are to be done and they cannot go to-day, and when to-morrow comes matters are no better, and so on until they grow up in ignorance. Religious instruction is not followed, owing, I presume, to the great diversity of opinion; some object because the teacher is a Presbyterian, and others because he is a Methodist, and thereby neglect the matter altogether. The books are all covered and labelled where libraries are, but they are very few. As to the influence of libraries, no information given by the Trustees, but I am fully satisfied a great deal of benefit is derived from them. Where prizes have been distributed they have exerted a beneficial influence in stimulating the youth to action, and have caused them to take a lively interest in their studies in order to compete with their fellow students. In my opinion, if all the schools were to adopt the principle and expend a respectable amount in prizes half-yearly, our Common Schools would be in a better condition. There seem to be (according to the Trustees' Annual Reports) four schools that have not received the *Journal of Education*.\* In the sections where it has been received the Trustees are highly pleased with it, and consider it indispensable. It renders them very useful information on various subjects, of which they would otherwise be ignorant.

56. *The Reverend James Ferguson, Oro.*—All the schools in this Township were in operation during the year. Trustees, teachers, and people work together harmoniously for the one grand end of building up and consolidating our Common Schools. The larger part of our school houses are good substantial and commodious buildings, and the whole are well furnished with maps and blackboards. The majority of our teachers have taught

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\* These sections are Nos. 8, 14, 15, 19. The *Journal of Education* is regularly mailed for them to Stayner, Avening, Dunedin, and Dunroon.

for years in the Township, and some in the same section ; and their enthusiasm and devotedness to their work tell very favourably on the attendance and advancement of the pupils. There was no change of teachers during the year, and there was a slight increase in the average of salary given them. The distribution of prizes is becoming very popular, and will soon extend to all the schools. Recitation is practised in seven of our schools, and it is found to be a help to all the other studies of the school room,—to the reading especially. I am not satisfied with the answers of the Trustees to the questions respecting the general population and the school children in the sections. In my next I hope to report more to my own satisfaction in these particulars. Though I believe the number of children reported as attending no school is given higher than it ought to be, yet I fear the number attending no school is still too large. The contemplated formation of a new school section, if accomplished, may have the effect of materially lessening the number of non-attendants from distance.

57. *Alexander Hislop, Esquire, Sunnidale.*—I have much pleasure in testifying to the general efficiency of the teachers, all of whom held second-class certificates, save one, while that one has obtained a first-class certificate at the last examination of the Board of Public Instruction at Barrie. Within the last two or three years a vast improvement has been observable in the proficiency and deportment of the pupils—attributable in a great measure to the Township competitive examinations and the awarding of prizes, as also to the deeper interest felt by parents and Trustees in the proper education of the young. The non-attendance in some cases is owing to the children being put to work, and in others to indifference, probably. Religious instruction is mostly confined to the Sabbath services. Examinations at the County Board are yet conducted orally, save in arithmetic, the questions in which are written. Libraries, where used, are exerting a favourable influence upon the community. We had one Township examination of the schools, and prizes awarded last year, also prizes were given in three sectional examinations, in all cases with good effect. The feeling of the public generally seems against frequent Township examinations, as they might cause teachers to devote too much time and labour to a few to the neglect of others. Where the *Journal of Education* is received the result must be good ; but School Sections Nos. 3 and 4 report their not getting the *Journal* regularly.\*

58. *The Reverend John Flood, B.A., Tay and Tiny.*—General regulations in regard to religious instruction are not followed, except when I can give some attention to this duty, amidst many other pressing claims upon my time. The little that I can do, however, evidently produces very desirable results. And I think this is one strong argument for being careful in every alteration of the school law, to let the office of Local Superintendent be open to many well educated clergymen. If the office be made of such a nature that ministers cannot accept it in connection with their other employment, the change will lamentably diminish religious sentiments and principles. The revised programme for County Board Examinations is observed ; but the questions are not printed. There are not any Common School libraries in Tiny or Tay. The cause of non-attendance is chiefly great distance from the school. The distribution of prizes is doing much good. None of the schools here have magic lanterns or museums. The *Journal of Education* is regularly received.

59. *George Sneath, Esquire, Vespra.*—Education continues to make progress in this Township. Parents and guardians are becoming more alive to the importance of providing the means by which the youth, placed under their charge, may acquire that knowledge which will enable them to keep pace with the progress of the rest of the world, make them good men and women, and useful citizens. The average attendance of pupils is increasing. In my experience, I have generally found that a good teacher would command a good attendance of scholars, therefore, I have endeavoured to impress on the minds of the Trustees of the schools under my charge, the great importance, and also economy of employing competent teachers, even at double the amount of salary incompetent ones would offer their incompetent services for, and I am happy to say with success ; for not one third-class and only one second-class teacher are employed in the Township. The principal cause of non-attendance reported by the Trustees is, "distance from the school-house." One Board reports, "incompetency of teacher." Printed examination papers have not hitherto been

\* The *Journal* is regularly mailed for these sections to Brentwood and New Lowell.

used by the Board of Public Instruction for this circuit, but a resolution was passed at the last meeting of the Board adopting that method. Prizes have been distributed during the year, in all the sections but one, with good results. The *Journal of Education*, where regularly received, is much appreciated, but, unfortunately, and from what cause I cannot say, it very seldom comes to hand in this Township.\*

## XXII. COUNTY OF HALTON.

60. *Daniel McLeod, Esquire, Nelson.*—The teachers in Nelson are generally active and efficient in their vocation, sober and steady in their habits, and all of good moral character; four hold Normal School certificates, eleven County Board, and the schools under their charge are flourishing and prosperous. There are fifteen schools and thirteen section school houses; five are of brick, one of stone, and seven frame. All, except one, are held by freehold tenure, and valued at \$8,075, with \$941 of school furniture, apparatus, &c.; some are well supplied with maps and other school requisites, others not so well—one map is the sum total reported in one school section. It is to be regretted that there is no Common School library in the Township. The existence of fourteen Sunday School libraries with 3,064 volumes may be assigned as in part the cause, yet, however useful the books connected with such institutions may be, and they confessedly are so, they supply but in a small degree the reading wants of the community. Prizes were distributed in nine schools, yet only seven give the amount paid. One section awarded \$60 worth to the deserving, another \$47.25, and another \$32, with highly beneficial results. It will be admitted by most that prizes offered as a reward of merit must exert a salutary influence in stimulating to diligence, and a laudable emulation to excel. The books, too, thus obtained, besides affording gratification as prizes, furnish a store of useful knowledge for all after life. Eighty-one are returned as not attending any school. The cause of non-attendance is by some ascribed to Rate Bill, by others to distance from school and neglect of parents, others again assign the want of a compulsory law as the sole cause. The general regulations with regard to religious instruction seem to be followed stately in three schools only, yet nearly all open and close with prayer and use the Bible or Testament; one reports 'good' as resulting from their observance. Where a teacher whose walk and conversation are becoming the gospel, imparts religious instruction in a manner adapted to the capacity of his pupils, it must, through the Divine blessing, result in good in a greater or less degree. Teachers requiring certificates in the County of Halton have to pass through a pretty severe ordeal of examination, especially those of the first class. New questions are printed for every semi-annual examination, and a high standard of qualification required. The *Journal of Education* is received regularly by ten Sections; by one sometimes; another does not answer the question; and another says that it is not received;† seven say that it is useful; four do not answer that part of the question; and two say no. Allow me, as an individual, to say that I always receive the *Journal* with pleasure. The sketches given in it from time to time of individuals who, by persevering industry and application have, by the blessing of God, raised themselves to positions of distinction and usefulness among their fellow men, are of a nature to interest and please almost every reader, and to stimulate to a noble ardour to rise. The instructions given to school officers and Departmental notices are indispensable. The miscellaneous papers we read with pleasure. The matter relating to educational institutions and education generally may not, perhaps, interest a certain class, yet such matter should find a place in a paper devoted to educational intelligence.

61. *Charles Sovereign, Esquire, Trafalgar.*—There are some things, in my judgment, that militate against the advancement of our schools, such as the want of care in the selection of teachers, and their too frequent change when selected. If good teachers were encouraged to continue longer in their respective schools, it would be a great advantage to all concerned. *Frequent change of books.*—Children, whose time is limited, cannot afford to divide too much of that limited time between new books and new studies. There is a great want of interest in many of those who are legally privileged visitors of schools,

\* The *Journal of Education* is regularly mailed to all the sections in Vespra.

† It is regularly mailed to all the sections.

the average even of school trustees is but a fraction over three visits to each school per year; by municipal councillors but two visits; by Judges and Members of Parliament but one visit during the year. School Section No. 9 received but one visit during the year, and No. 12 but one also. Hence you can in some measure discover the reason why the reports of the Township have not been better. It is the want of interest in those who have the management of the schools. These remarks do not apply to all; there are many honourable exceptions.

### XXIII. COUNTY OF WENTWORTH.

62. *The Reverend George A. Bull, M.A., Barton.*—The report of schools in Barton Township for 1869 is highly satisfactory; all the schools are free, and the attendance of children of school age is very good. This, with diligent and competent teachers, is sufficient proof that much work has been done in promoting the education of our young people. Libraries are still few, but those which we have had for several years continue to be highly appreciated. It is, therefore, singular that the majority of our sections have not procured libraries, when the pleasure and profit of good books are acknowledged. The Scriptures are generally read, and prayers used at the opening and closing school hours of all except one, according to my report. I have to speak in the highest terms of our teachers—they have proved themselves highly competent and painstaking in every instance, and are held in much esteem. Trustees have been also very diligent and careful in their duties.

63. *The Reverend John Porteous, Beverley.*—Religious exercises are, as you see, commonly observed in the schools under my charge, even where there are mixed Protestants and Roman Catholics. We have had no religious difficulty in this Township in the schools, so far as I have heard. I have noticed that quiet, unassuming, earnest discharge of this duty disarms opposition. As usual, I inform you, that the programme for County Board Examinations is observed, and that the examination questions are printed. And this County has given a most unequivocal expression of preference for the present School Bill, when compared with the Bill recently abandoned by the Legislature of Ontario, and so we have worn the present educational harness until it ceases to gall, as all new things will do at first; we would just like for some time to leave it alone. We have no museums of botany, &c., nor magic lanterns for the pupils in this Township. I am sorry that our school libraries remain so few, and that the books, being some time in the hands of the people, are not so much in request as they were some years ago. Additions of books to the libraries would soon revive the interest, but these are being slowly made. Prizes were distributed in seven of our section schools. The results generally are satisfactory, and advancement on the part of the pupils, with a slight mixture here and there of jealousy. But I believe that with thorough impartiality in their distribution, the evils resulting from prizes might be reduced to a minimum. Unless I put a direct question about the *Journal of Education*, I hear no remarks made. I do not endorse the depreciatory remarks that many indulge in, and always feel glad when the *Journal* is laid upon my table. It seems to me, however, that the paper on meteorology is too heavy for popular appreciation, and would be far better if presented in a short readable article giving the chief result. Let the details from each station be of course kept by the Chief Superintendent for the use of some future historian of the Dominion. Let me conclude by saying that there are numerous Sabbath Schools and libraries in this Township, and also other libraries than those reported. My conviction is that the general population returned as 5,775 is too small, but I have no means of correcting the number. Some of the Trustees carefully take census, others content themselves with making an estimate of the population, and one or two Trustee Corporations leave that work to me. The protracted harvest diminished the school attendance last fall.

64. *The Reverend George Cheyne, A.M., Binbrook and Saltfleet.*—I have much pleasure in stating that the schools in these Townships, with very few exceptions, have been carried on successfully during the year. Most of the teachers are well qualified. All but one in Binbrook and several in Saltfleet hold first-class certificates, and are efficient and successful in conducting the operations of the school, and imparting instruction. Several of the teachers have been retained during five, six, or seven years in the same school sections,

which speaks well both for teachers and people. There seems less tendency to change teachers than formerly. This may arise from an improved class of teachers, and from the felt advantages of retaining the same teachers when they are discharging their duties successfully. Trustees take an increasing interest in schools, and better and improved school accommodation is being provided. In School Section No. 9, Saltfleet, they are preparing to erect a new stone school-house during the coming season. Most of the school-houses are sufficiently large and commodious, and fitted up in the improved manner. The schools in Binbrooke have been kept open during the year, an average of eleven and a half months, and in Saltfleet eleven and one-third ; the average in Saltfleet being reduced by a change of teachers in two instances. There is a growing disposition on the part of Trustees and teachers, to have a vacation of a month, from the middle of July to the middle of August. An arrangement to this effect is sometimes made between them. The cause of non-attendance, I believe to be as I have formerly stated. In a few cases it may arise from indifference, but for the most part it is owing to distance from school in the younger, and employment at home of the older, who have already got a pretty fair education. Prizes are given in many schools with advantage. They encourage and stimulate the scholars to diligence, and do harm only when injudiciously given. The opportunity afforded to different denominations to give religious instruction is not embraced in these Townships. This can be better done in families. The *Journal of Education* is generally received and appreciated, and I have no doubt is instrumental for good in teaching Trustees and others to take a greater interest in the cause of education, by diffusing intelligence on the subject. Libraries do not seem to be valued and improved as they ought to be ; and hence their influence is not great. But one School Section in Saltfleet, No 7, has a library. In it the books are cared for and read to some extent. In Binbrooke, where the Council obtained a library, and divided it among the School Sections, in some the libraries have become dissipated, and I suppose the books are in the hands of the inhabitants ; in others, they are well kept, and more or less read. Sabbath School libraries, which are in connection with every church, also afford facilities of reading and imparting useful information. If the inhabitants of a country are not a reading people they cannot be intelligent ; hence the importance of affording every facility of acquiring useful knowledge, and giving the young a taste for reading. The annual reports of Trustees are greatly improved, still they are not so full and accurate as they might be ; and the Superintendent has sometimes to depend on his personal knowledge in answering some of the questions. On the whole, I am happy to say, that the schools in these Townships, and I hope throughout the Province, are in a prosperous state.

65. *The Reverend Alexander MacLean, M.A., Flamboro' West.*—As to non-attendance : (1) Rate bill ; (2) Drunken parents ; (3) Vagrant habits ; (4) Untidiness ; (5) Real want of clothing. The County Board gives a severe examination, invariably, by printed questions, renewed every half year. The general regulations for religious instruction in the schools, after school-hours, is not followed—there being no resident ministers of the gospel except the Superintendent. I know of no attempts to commence a museum as yet. The library books are covered, labelled and generally well-used, and the influence is good. I wonder that there are so few libraries in the Township. The influence of prizes seems to be inversely to their frequency—their benefit wanes as their numbers increase—the fewer the better unless great discretion be employed by teachers, scholars, and parents—a conjunction not often to be met with. It were well if the *Journal of Education* could be sent out earlier, and more definitely addressed, so as to reach the school sections earlier and more surely.\* This is a reason why the paper has not a wider range, and a deeper hold in our school sections ; it is a pity that its real value should not be more fully appreciated, and the kind design of this truly great boon to our country be fully carried out. Where it is regularly read, its usefulness is patent. I fear its absorbing topics must lie in another direction, and that the *Journal's* high literary merit is not so great a merit with some Trustees as if it were a daily market list. There must be a mistake in the report from Section No. 5, in regard to indigent pupils—40 being reported. The *indigents* generally keep out of the schools unless they are free schools.

\* The *Journal* is regularly mailed each month to all the sections in Flamboro' West.

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#### XXIV. COUNTY OF BRANT.

66. *The Reverend John Armour, Burford.*—The general regulations I answer negatively. There is nothing done of which the writer is aware. Yes, the programme for teachers' examination is observed. The library books are covered. A good effect, I believe, is produced by the library. Without doubt, a beneficial influence has been exerted by the distribution of prizes. This Township is much divided about the publication of the *Journal of Education*—some in favour and others against. It seems in some cases to have lost its influence, and in others not so. I do not know that I can say anything further on this point.

67. *The Reverend Elisha Draper, Oakland.*—Cause of non-attendance of pupils is negligence of parents. The regulations as to religious instruction are followed in one school, and with a good effect as far as my observation goes. It depends altogether upon the teachers after all. The regulations for the examination of teachers are followed, and some of the questions are printed and some oral. The Trustees are considering the propriety of purchasing a library. A good influence is produced by distributing prizes—it stimulates emulation. The schools never see the *Journal of Education*—one of the Trustees gets it out of the office and keeps it.\*

68. *Robert H. Dee, Esquire, M.D., pro-Superintendent, Onondaga.*—The Reverend D. W. Duane, Local Superintendent of the Township of Onondaga, being absent, requested me to do the school business for him. I have, therefore, the honour to inform you that I have this day forwarded the Annual Report. I have also great pleasure in stating that all the schools in this Township have done well during the past year. The new books are considered a very great improvement. The number of children not attending any school is but small—the cause of such non-attendance, in most cases, is carelessness on the part of parents. In some of the schools the religious instructions are carried out, and with good results. At County Board, instructions carried out—examinations both in writing and by *viva voce*. No museums or magic lanterns in any of the schools. There has been no librarian in this Township for some years, therefore the books are not in as good a condition as they ought to be, but when they are taken out good has been done, and if new books were purchased and the whole library matter attended to, much more good would result. No prizes have been given. The *Journal* is not received regularly in some of the sections.† I think it would be better to send it direct to the Local Superintendent, and let him deliver the numbers to the various school sections. The *Journal* is always useful, and it is much to be regretted that some of the sections do not get it.

#### XXV. COUNTY OF LINCOLN.

69. *Charles B. Millner, Esquire, Grantham.*—Although not able to say that the state of our Common Schools is quite satisfactory, yet the average attendance of children is increasing, and the expenditure is larger than heretofore. More progress might be made if the teachers were of a superior order, for many are young people of no experience and very little learning. In the twelve schools which I report there are five male teachers, whilst the females number eight. Parents censure this, as all prefer men; still the Trustees are not to blame, as they are willing to pay well if able to procure the experienced teachers they desire. It is customary to say that indifference of parents prevents their children's attendance, but I do not coincide with this excuse, being satisfied that every good teacher has had his school room too full rather than otherwise; on the other hand poor teachers fail in presenting a fair average. The new series of books meets with warm approval, and are used with the exception of one or two cases, where poverty prevents the purchase, in such cases teachers must allow the use of old ones or dismiss the children untaught. At Circuit No. 2, meeting in St. Catharines for the examination of teachers, the questions are written, and every care is taken to license none but proper persons. But to make an examination satisfactory, the questions should be uniform throughout the Province, which could only be done by having them printed and forwarded through the

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\* All the sections report Oakland Post Office, where the *Journal* is regularly mailed.

† The *Journal* is regularly mailed to all the sections in Onondaga.

Education Office. The authorized prayers are read, and the New Testament is used in most schools. All our schools were kept open during the year, and the majority free. This year all are free. The Common School library is not much used, yet the hundred volumes can be readily exchanged for the same number, from the general stock of one thousand. The *Journal of Education* comes to hand very irregularly.\*

70. *Eli Gregory, Esquire, Louth.*—There is still a very large number not attending any school, but the number is growing less. The number reported this year was 34—being 16 less than last year. The cause is still the neglect of parents. The programme of examinations by County Boards is observed in most cases, and the questions nearly all printed. The religious instructions not observed by all, and are of very little benefit to all appearance. There is no museum or class of botany, magic lantern, or other scientific amusement. The books are labelled and covered, but are now the worse for wear. The libraries exert a good influence in all cases. In one school, prizes were distributed and had a good effect. The *Journal of Education* has not been received regularly, and I have therefore had a number of applications for this important paper.†

71. *The Reverend Daniel Collard, Niagara.*—The work of education is progressing slowly but steadily. I believe that there is an increasing interest on the part of parents to have their children instructed, and on the part of the teachers there is an increasing desire to obtain knowledge and to impart it to the pupils. The last examination was a proof of this, and my visits to the schools give me still further proof. The schools in this Township were all free, with one exception. There are a few cases of non-attendance, which is owing to the neglect of parents. Religious instructions are not generally followed, but where they are the result is good. The programme for County Board Examinations is observed, but the questions are not printed. No museum commenced. There are no magic lanterns. Prizes have been distributed but in one instance—the effect was good. The *Journal of Education* exerts a very good influence.

## XXVI. COUNTY OF WELLAND.

72. *Alexander Reid, Esquire, Crowland.*—You will observe that all the schools in this Township are free, a result hitherto unattained, so that the principle of free schools appears to be commanding itself to the general public. It is a matter of congratulation that so large a portion of the children of school age have attended some portion of the year at school, so that less than one-thirteenth of the whole number have not attended any school, still it is to be regretted that even so small a fraction should be deprived of the advantages of the school-room. The reason generally assigned for non-attendance is indifference of parents, which, I presume, holds true in the majority of instances; not knowing the worth of education themselves, they are quite willing to deprive their offspring of its advantages. There is no religious instruction given in any of the schools in this Township. The idea generally entertained, I believe, is that the school-room is not the proper place, but that in the family, the Sabbath School and the church, such instruction should be given, and in this view, I fully concur. The programme for County Board Examinations is strictly observed, and the examination questions are uniformly printed. I am still sorry to observe the apathy and indifference manifested in regard to school libraries. There is not a public library in the Township, nor yet a Common School library, although the inducements held out by the Department are very tempting. Yet, it is to be hoped, the people will soon arise from their lethargy, and avail themselves of the valuable boon. Prizes were distributed in only one school, and then only on the ground of prompt attendance, and no doubt will act as an incentive to others to go and do likewise.

73. *The Reverend W. E. Cooper, M.A., Humberstone.*—It is a matter of deep regret that no improvement can be seen in the standard of the schools of this Township for the year past; on the contrary, they have rather deteriorated. This seems to have arisen from two causes: first of all, the people themselves, not having had good opportunities of acquiring an education in their own early days, are consequently unable to form a correct opinion as to the necessity or advantage of such a thing for their children;

\* This must be the fault of the Postmaster as it is regularly mailed.

† When the *Journal* is not received complaint should be made by letter to the Department.

this results in carelessness about the attendance of their children at school, a very slight reason being sufficient to induce them to keep their children at home. And it may be owing to the same deficiency of education that the parents, and through them the Trustees, are always having the teachers changed, no one being at all able, it would seem, to comprehend the mischief wrought by this constant change. A very unfortunate proof was afforded during the year of the utter futility of the Local Superintendent's visits and influence on this point. A young man was engaged as teacher in a school where there was need of ability and energy ; at the end of two months a very striking and reliable improvement had taken place ; the Trustees, notwithstanding all that the Local Superintendent could urge, refused to continue the teacher's engagement, and "hired" a young woman, a relative of an influential person in the section, saving thus a few dollars, and the result was the school went down literally almost to zero in a few months—only 8 pupils being present at the time of the Superintendent's visit. Of course when the teachers are engaged only for a few months, there is no restraint felt by them in regard to public opinion ; they only desire to get on quietly until their time is up, when they can wander away, perhaps to a distance, and get another school. It must be candidly confessed, however, that the class of persons who obtain employment as teachers is certainly quite good enough for the pay they get, the treatment they receive, and the estimation in which their occupation is held. The effect upon the schools is exactly what might be expected. Before leaving this part of the subject, I should like to record a strong protest against the present system of leaving the dismissal of the teacher solely in the power of the Local Board. No teacher of real worth should be required to put himself so entirely in the hands of men in so many cases utterly unfit to judge of his qualifications for his position ; and besides, the teacher has no real power by himself to suspend for any time, far less to expel, the most unruly pupil, thus even the power of maintaining discipline is really not in the teacher's hands ; under these circumstances we cannot wonder at the unsatisfactory state of the schools. I cannot help thinking that a wise step to take would be to make the dismissal of a teacher dependent on the consent of the Reeve, Deputy Reeve, and Local Superintendent, or a majority of them, and also fixing a minimum salary for the teacher, say \$20 per month for rural schools, and \$25 for every village of 300 inhabitants, in the case of teachers having sole charge of a school. The system of "permits" by Local Superintendents might be discontinued, as there is now a full supply of certified teachers, many of whom are unemployed, and really the "permit" is a most material aid to the "cheap teacher" advocates, and therefore as great a bar to the duly qualified teachers. In this Township it will readily be understood how little influence is wrought by libraries, or by the *Journal of Education*. The people would really not be willing to have their money spent on that, the good of which they cannot well see. The Local Superintendent has tried, by means of lectures, to awaken a right feeling in the people, but those who can be induced to attend these lectures are the very people who have the interests of the schools most at heart. The ignorant, the careless, and the obstructive cannot be prevailed upon to come to the only means in their reach of having their misconceptions and objections explained away. Not only does the indifference and ignorance of parents cause a poor attendance of their children at school, but more frequently, I believe, parents keep their children out of school from dissatisfaction with the teacher ; the people are thus able, in many cases, to force the Trustees to change the teacher, and finding the plan succeed they, of course, put it in practice when they fancy they see occasion for it. The only remedy for all these defects must be sought in patiently working on till a better educated generation succeeds the present one ; they will have sufficient knowledge of the advantages of education to value it more, and their children will derive the benefit that the present school system could give had it a fair chance. The evils indicated above are the results of the very state of things which a patient working out of the system will in time cure, and the existence of these evils is noticed only that we may feel that there is work to be done ; were we to persuade ourselves that all is satisfactory there would be no great endeavor to improve. The knowledge of even failure is useful as an incentive to greater perseverance, and the lessons thus learnt must, to all right thinking people, prove of very great value.

74. *The Reverend George Bell, Stamford.—Cause of non-attendance. Indifference of*

parents is generally assigned : one report says "neglect," and another, "indigence." I think the regulations as to religious instruction are not followed, although four answer in the affirmative. The programme for examination of teachers is observed, and the questions are printed, the examiners adding such *viva voce* questions as they think fit, for greater satisfaction, when they consider it necessary. The Trustees of all the sections appear to receive the *Journal* regularly. One report says that it is not of much value to the Trustees, and one replies in the negative ; the others state that it is of value. I believe it is of value to all.

75. *Henry Musson, Esquire, Thorold.*—There were eleven schools in operation in this Township including the unions, during the past year, and I am happy to say that they are doing well with a few exceptions. The attendance is not what it should be, mostly owing to indifference of parents, and at other times to carelessness of teachers. It is difficult to convince some of our Trustees that maps, globes, and libraries are a necessary appendage to good schools. As to libraries, we had a Township library a few years ago in actual operation, but it was distributed in the several school sections, and at the present time is only a myth in this Township, as you will see by my report. In some sections under my supervision the Trustees pay their teachers salaries that are too small to secure the services of good and efficient teachers, others again pay salaries that are a credit. In some sections prizes have been distributed, but they are few in number, and I think they exert a good influence in schools where they are distributed. As to the *Journal of Education*, in some sections it is rarely received, and for my own part I have received but three copies during the year.\* I think it would add materially to the advancement of education if they were regularly received. The revised programme is observed by the County Board, and the examination questions are printed. As to free Schools, I think it would be more pleasant to all in Ontario if the law required all to be free, and those endless disputes would then be settled, as there is more contention on this question than any other. I hope by next year to see all Schools in Thorold Township free, if not in Ontario.

76. *The Reverend John Creighton, Wainfleet.*—The cause of non-attendance, I am generally informed, is from indifference of parents. This, from observation, I think to be the true cause why our schools are not better attended. Parents are too often indifferent to the mental and moral culture of the youthful minds placed under their charge, and prefer present assistance at the shop or on the farm to that mental training which would make them afterwards even more useful and better members of society. I believe, indeed, that people are beginning to appreciate more highly the privileges which they enjoy under our Common School system. The schools in this Township appear to be doing very well. The most of them are open during the whole year, and I have no hesitation in saying that they are makingmarked progress. Outwardly also, the school houses have a comfortable appearance. They are either good brick buildings, or with few exceptions, very comfortable frame ones. Religious instruction is almost, I think, wholly neglected. To detain children after school hours, for this purpose, is not very desirable ; and then this deficiency is supplied by Sunday Schools, which are to be found in every locality. The programme for County Board is generally observed, and the examination conducted by printed questions. *Viva voce* examination has been attempted occasionally in some subjects, but the general opinion is, that a written examination is more thorough. For some years the Board has endeavored to raise the standard of qualification, and the effect of this is visible in the class of candidates who receive certificates. The *Journal of Education* I believe to be generally useful where received, and very few of those who now read its pages would like to see it discontinued. If postmasters would do their duty by giving the paper to those to whom it is address d, there would be more interest taken in it. But from personal knowledge I feel convinced that it is almost impossible to get it from the office--not at any rate with any regularity.

#### XXVII.—COUNTY OF HALDIMAND.

77. *The Reverend Eli Burtram, Cunborough,* All our schools are in active operation, and all on the free system. The great hindrance to the schools in this Township is the

\* As the *Journal* is regularly mailed this must be the fault of the Postmaster.

non-attendance of the children, the want of commodious school houses, and the want of maps and school apparatus. The non-attendance of the children is caused chiefly by the negligence of parents, the necessity of children working a considerable portion of the time, and in a few instances by the poverty of parents. We have in this Township four school houses, not one of which is large enough to accommodate the pupils attending school during the winter months. I have endeavoured during my short term of office to enlist the sympathies of the Trustees in providing maps, &c., for the use of the schools, and have hopes that my efforts will prove successful. We have no public library in this Township. The inhabitants of Canborough are a non-reading people. I cannot give my opinion as to the progress of education in this Township as my term of office has been brief, but hope by assiduity in the discharge of my duties, to be enabled to report in my next a commendable progress, and at greater length.

78. *A. Macdonald Lockhart, Esquire, Moulton.*—I have to state that although the general regulations in regard to religious instruction are not fully carried out in all my eight School Sections, still that in the whole of them a strong religious element prevails. The programme for County Board Examinations is, I believe, fully carried out, and the examination questions are printed. None of our schools have commenced any museums, and in none of them are there any scientific amusements for the pupils. Only in one of our school sections, No. 4, has a school library been purchased; but the school house in that section being very primitive, the library is kept in the private house of the librarian, and not having had personal access to it, I cannot positively say whether the books themselves have been covered, labelled, and numbered; but from enquiries made upon the spot, I learn that the books are well read and disseminated, and have exercised a very favourable influence amongst the pupils by inducing an increased love of study and reading. Prizes have been distributed in four of our school sections—and some further remarks upon the subject will be found in the columns below. The influence of the *Journal of Education* I believe to be very great in connection with our schools. It is eagerly sought after by the teachers, and I know of many school trustees almost innocent of any other reading, and yet who may be seen at many an odd time carefully perusing the pages of this periodical, and apparently desirous of profiting by its contents. Cause of non-attendance of pupils is by the local trustees generally attributed to the indifference of parents,—but we shall enter into this, perhaps, a little more fully below. Many portions of this municipality, more especially that part of it termed Moulton, are still in the transition state, from the wilderness to the grand arable farm; many of its ratepayers are still in lumbering, and transporting their ties and their cordwood to market. Many portions of the municipality, moreover, are being thoroughly drained, under the draining clauses of the Municipal Act, and a very large annual tax, and, indeed, in many cases almost an overwhelming one, is rated upon the lands to be benefited by these drainage operations; it is, therefore, little to be wondered at that in some of the localities the school buildings and premises are not precisely in that state which a true friend of education would desire to behold. And yet to me it has been truly refreshing and encouraging to behold the unanimity prevailing amongst all in favour of more suitable school buildings and premises, just as soon as the present outward pressure may cease to bear upon them, and the thorough conviction of all, that without such improved buildings and premises, neither the youth of their or any other sections can ever be well or thoroughly educated. I believe these parties to be sincere in their convictions and in their desires, and I have very great pleasure in reporting the fact. Other portions of the municipality, again, display magnificent arable farms, large and substantial barns and dwellings, and good snug brick school houses, well furnished without and within; and throughout the whole of my charge, taken all in all, I believe the state of educational matters to be quite encouraging. It may be, perhaps, that there is a little too much leaning towards that greatest curse of all curses in educational matters—the curse of cheap teachers. This is a point to which I have in all my visits most particularly called the attention of trustees and others,—but most unfortunately it is that very point upon which it is most difficult to carry out conviction. The best teacher is always the *cheapest*; and although trustees may dread to face their constituents with a large item for the services of an efficient teacher; and although they may flatter themselves that by a false parsimony they are securing their

re-election at the annual meeting,—yet they ought never to forget that at a far higher bar than that of man are their actions to be judged, that the immortal minds of the little ones around them are a sacred trust committed by God to their care, and that if they foully betray that trust, most assuredly an avenging God will *not* hold them guiltless. Strange it is, indeed, that whilst everyone appears to know that in the common transactions of everyday life, a good article of any kind always commands a good price,—yet, that so many should be found who make education the only exception to the general rule, and who can, for the low paltry quibble of saving a dollar, commit the welfare of the rising generation to a needy adventurer, and barter away their best interests—we had almost said the immortal souls—of their children for an additional vote at an annual meeting. There may be also amongst us (induced, perhaps, by the leaning towards cheap teachers) rather too much of a tendency to prefer female to male teachers—our proportions during the last year being six females and two males. And yet I do not know that I ought to complain—during my past year's experience I have found very few glaring deficiencies amongst these female teachers; and some of the very best examinations of the year were held in sections where females have almost constantly been employed. And having given the matter the most serious consideration, I have come to the conclusion that with pupils of a certain age, a female teacher will succeed as well, and in many cases better, than a male, and effect, in some instances, a saving of 50 per cent.; but that in schools attended by boys over thirteen or fourteen years of age, male teachers ought invariably to be employed. With respect to the causes of non-attendance, various reasons are assigned. Poverty we scarcely think can be admitted as a valid excuse, seeing that in our rural sections few, if any, are so utterly poverty-stricken as to leave room for such a plea, and that if any such there should unfortunately be, the School Act gives to school trustees ample powers to admit them to all the privileges of a good Common School education, free and without price. Occasionally the plea of “too great a distance from school” may be admitted, such cases, however, being very exceptional. Occasionally, also, local disputes may form a temporary reason why some sour fanatical parent, fancying himself aggrieved by the appointment of some particular teacher, or the election of some particular school trustee, vents his spleen upon all and sundry, by the *Suicidal* policy of keeping his children from school altogether. But the real truth we believe to be that all the various excuses formally offered can be easily merged into the general one of “*indifference of parents.*” A large proportion of our population consists of emigrants from nearly every clime and region of the earth. The majority of these came here with nothing but their sturdy thews and sinews, and their indomitable energy and perseverance. With their axes upon their shoulders, they marched boldly into the wilderness; and out of it, by stringent frugality and unremitting toil, they have carved for themselves an easy competence—a rude plenty. They have seen educated men settle around them, and *decrease* in wealth, whilst THEY, the uneducated, have flourished and *increased* in it. Many of them, owing to the unavoidable force of circumstances—from sheer necessity—have been elected by those around them to situations of trust as school trustees and councillors. Nay, they have taken even higher flights, and been appointed by the crown to high official honours. They have waxed haughty in their grandeur, they have become inflated with their official pomp, they utterly eschew, alike, education, reason, and common sense. That many ignorant persons think in this foolish way, there can be no possible doubt, and therefore it is not very strange that so many of the rising generation are robbed of the privileges which God in his providence has bestowed upon them, and are cruelly deprived of their inalienable birthright—a good sound education. In close connection with this evil of non-attendance there is also the glaring one of partial irregularity. I think I can discern throughout the whole Dominion strong symptoms of a growing desire for the free school system, and also in many quarters a conviction that the law itself should be called into requisition and declare all our Common Schools free. I have no desire to raise my voice against this all but universal feeling: and yet I cannot help remarking that to me at least, there appears to be far less of this evil of partial irregularity observable in schools conducted upon the principle of Free. And to me the reason is very obvious. When the Rate Bill principle prevails, the usual fee is twenty-five cents a month. This sum, though small, parents do not like to lose; and as the attendance of a child at school for even one day in a month renders that child

liable for the full month's fee, it is generally found that children are not sent to school until they can attend with unbroken regularity. So that the whole matter would appear just to turn upon the solution of this one grand point. Whether it is more conducive to the educational improvement of a school section consisting of say sixty pupils between the ages of five and sixteen, that say twenty or twenty-five of these sixty should be found in their places in school regularly day after day, week after week, and month after month, without a blank marked in the register opposite their names, or that the whole sixty should attend irregularly—some one day in the week, some two or three half days, and others, perhaps, only four or five days in the month, I cannot say. The solution of this educational problem I leave to wiser heads than my own, and I only state the facts just as I have found them when comparing the attendance remarks in Rate Bill school registers with those of schools conducted on the Free principle. One thing appears to me positively certain,—that "Society is not only bound on principles of humanity, but is entitled by the laws of self-defence to take care, while there is no undue interference with conscience, that every child within its bounds receives such an education as shall fit it to become a useful citizen, and prevent its being a danger, a burden, and a nuisance to the Commonwealth," and if nothing else will effect this—if no other considerations will avail—then a compulsory attendance must by law be enforced. It is the children rising up all around us who are to form the future ministers, lawyers, doctors, councillors, magistrates, and rulers of our land, and God forbid that our prosperity and our happiness, our liberty, our order, and our social stability should be at the mercy of blinded ignorance. Within my charge only one school library has been purchased, and that purchase was effected many years ago. I am not aware that the subject has ever been brought prominently before the ratepayers of the municipality by any of my predecessors in office, and I rather think that not one in a hundred of them ever heard of such an institution as a Common School library. We have a very excellent one attached to the Baptist Church in this place, but it is only available for Sunday School pupils, who, I am sorry to say, are few and far between. But, if I am spared long enough, I shall take care that the ratepayers do not much longer remain in ignorance upon the subject. Having attended a great many schools, academies and universities in Scotland, and having in all of them, at the closing examinations of the year, invariably seen prizes awarded, from the massive gold and silver medals down to the very tiniest rewards of merit,—as a matter of course I was strongly prepossessed in favour of the Prize system; and one of my very first acts upon coming into office was to urge upon all parties, to whom I had access, the vast amount of benefit which would accrue to all, were the same system carried out amongst us here. Some were jubilant at the idea, others were dubious, whilst others again (though really friends to the system) had that everlasting nightmare grinning horribly before them—their re-election at the ensuing annual meeting, or the capital which would be made out against them at some future election, were they to raise the school taxes by the amount of even one cent, however laudable and desirable the object to be obtained might be. However, I ultimately succeeded in getting prizes, or obtaining a fund for getting prizes in no less than four of our eight school sections; three of these funds being raised by private subscription, and the fourth by public taxation. Three of the examinations I attended in person, the fourth I did not hear of until it was over, but I have since ascertained its results; and in all my experience in school matters, here and elsewhere, I never beheld anything so pleasing and instructive as all these examinations—in my view they were positive *resurrections* from the dead. Everything passed off pleasantly (with the exception of a little growling at one of the examinations on the part of some ignorant parents, of which more anon), and when I tell you that at one of the examinations there were upwards of sixty spectators, and at another about a hundred, all assembled, amidst fearful storms of wind and rain, and this too in thinly inhabited country places, you may well believe that teachers, pupils, parents and trustees were all most wonderfully encouraged. There is one feature, and a very important one it is too, about the prize system, and which I do not remember having ever heard commented upon, and that is the greatly increased regularity of attendance. When prizes are promised, nothing but sickness can ever cause a pupil to absent himself or herself from school; and even *that* sickness must be very severe, as every absent mark tells against a pupil, and when there

is anything like equality of merit, one absent mark may turn the scale. Across the dubs, where I was educated, I never heard a word of all the fearful evils (connected with the prize system) which have been discovered on this side of the Atlantic. I have no doubt that in my time I have been a pupil in about as many educational institutions as any other man of my age in the Dominion of Canada, and that I have been engaged in about as many public school examinations for prizes as most other men of my day. At many of these examinations I was completely successful, and although nearly half a century has now elapsed, I can lay my hands upon prize books received at these examinations, still extant as proofs of my energy, perseverance and skill; and opening up the fly leaf I can still behold the name of the kind donor and teacher, long, long since gone to his eternal rest. But then at many, many of these examinations I was just as unsuccessful, and others received the palm of victory which, no doubt, they richly deserved; but in all my experience I never heard of any of our *heads* being *turned by success*, or our *hearts broken by defeat*. I have stood in the Humanity Hall of the University of Edinburgh, and beheld one hundred and sixty students compete for a magnificent gold medal of great value, the gift of the legal faculty of Scotland, and I have seen that medal carried off from all competitors—the scions of nobility, the sons of the magnates of the land—by a raw country lad, clad in homespun, and speaking the pure Doric of his native Lammermuir hill—the future Doctor John Lillie, who died but as yesterday in our own city of Kingston; and I never heard, I never knew that “feelings of dissatisfaction, envy and hatred” were engendered in any of our minds, but contrariwise, feelings of rejoicing that the glory had gone to a *true son of the soil*,” and that true merit had found its reward. I have stood there in the Hall of the Faculty of Arts, and beheld rich Bursaries, some tenable for even three years, publicly competed for by whole hosts of students, the very first of their day, and I have seen the successful competitors congratulated and feted by the unsuccessful, with a joy too truly depicted on the countenance to be feigned. I have stood in the ante-room of the Hall of the Faculty of the Advocates, and I have beheld the “plucked” and rejected candidates for their gowns, come forth with the quivering lip, with the sunken eye, with the utter prostration which proclaimed them almost broken-hearted men; but I have looked forth once more, and I have beheld them more than conquerors—swaying courts and juries by their legal lore, astounding senates by the thunders of their eloquence. But why multiply examples? The same God created us all, and He created us with like feelings and like sympathies in each hemisphere of the globe. We can perfectly well remember, as if it had happened but yesterday, all the shame, and the sorrow, and the sickness of heart experienced by us when defeated at a public school examination, and we believe that all unsuccessful competitors will, in similar cases, experience precisely the same feelings. But then *this* (if we may use the term without irreverence) is a Godly sorrow—this is not a sickness unto death. This is the very feeling we wish to excite, this is our grand aim in view. The prize system would be worse than useless, it would be an utter failure, did it excite no feelings of this kind—did all remain dormant and inert. But then, we believe the youthful mind and the youthful spirits to be buoyant in the extreme; we believe that the unsuccessful will again rebound with life and with glee, that they will struggle onward, ever on, that they will redouble their exertions to outstrip those who upon former occasions outstripped them, and while there is life left, cry *Never despair!* We believe that if any ever do yield to despair, the fault will lie, not with the hopeful pupils, but with ignorant parents and misguided friends (as in the examination instance formerly alluded to) who, instead of gently chiding them for their want of punctuality, good conduct, diligence and proficiency, and kindly encouraging them on to redoubled exertions, wickedly instil into their little minds the most deadly poison, and by the most unseemly insinuations lead them to believe that they have been unjustly dealt with. But even if the alleged dissatisfaction does sometimes exist, about the distribution of prizes at a school examination, and if envious murmurings *do* sometimes arise upon the parts of negligent pupils and their ignorant and misguided friends, the plain answer is, that—if the distribution is decided fairly by the marks regularly recorded by the teacher, for punctuality and other excellencies on the part of the pupils; and in those exercises where no marks are recorded (such as penmanship, elocution, composition, &c., &c.) then by a committee of judges chosen indiscriminately.

minately by the parents themselves, there is, in point of fact, no *just* ground for complaint; and it is ridiculous in the extreme, it is perfectly *monstrous* to maintain, that because some one or two discontented ratepayers in each school section must snap, and snarl, and growl, because the undeserving children come not home laden with prizes, we must, on that account, refuse all rewards to the industrious and the deserving; that, because some one murmurs and imputes unworthy motives, we must sacrifice all to please him; and because of alleged "dissatisfaction," preserve for ever, without distinction, the dead level "between the diligent and the idle, the regular and the irregular, the obedient and the disorderly."

### XXVIII.—COUNTY OF NORFOLK.

79. *James Covernton, Esquire, Charlottesville.*—The progress of the Schools in this Township, has not been as satisfactory during the past, as through several previous years; although the attendance has slightly increased. Several causes have combined to retard the work of the Schools—some of them of a nature not likely to occur again. It will be seen that all the Schools are in effect Free, although in one, where there is but very little property of an assessable character, the heads of families volunteer a trifling monthly payment. As the system of Free Schools is now nearly universal, and is sustained by a large contribution, by owners of property, not always *directly* interested in the welfare of Common Schools, it is very important that all drawbacks and hindrances to the thorough and complete success of this system, should be fully considered and provided for. An absolutely *compulsory* clause might not meet with the favour the occasion requires; but I venture to suggest that some means should be devised, that would have the effect of compelling the children, for whom our well appointed Common Schools are provided to attend regularly (except when prevented by sickness), for a certain period of the year, (say six months) or of obliging parents, that tolerate the frequent and inconvenient absence of their children from School, to pay to the School Trustees a sum of money per week or month that would be *more* than commensurate with the Public money lost to the School by such irregular attendance. The School register would show the extent of absence of each pupil during any given period. It is freely argued, and I think justly, by considerable rate payers; "we have acceded to the popular wish for improvement in education—have borne the cost of erection of superior School Houses, and of the employment of excellent Teachers the year round, in order that the *whole* rising generation might enjoy the great benefit that a sound education is calculated to confer; but we find the average attendance does not increase with our increased outlay, and that a necessity arises either for enforcing the public designs in this matter, or of averting from us all the expense irregular attendance occasions." The expenses of the School are of a fixed nature, but greatly diminished by constant attendance of Scholars. I have only glanced at the pecuniary aspect of this question, which is by no means the most important, for it is notorious the best efforts of meritorious Teachers, are incessantly marred and rendered almost nugatory by irregular attendance of scholars at School. The intended legislation of the House of Commons last Session, on the Common School Law, necessarily aroused much interest with all our ratepayers. In the Township, it was considered from two points of view, that were deemed unfavourable to some of its propositions. It was argued that it would *indirectly* at least materially increase the expenses now sustained for supervision, and would in some respects abridge the power of the people and increase that of the officials. It is to be hoped that in any new measure that may be proposed for the amendment of our existing School Law, care will be taken to allay apprehensions of materially increased expense on this matter; and the jealousy of feeling that the bare apprehension that the *people's authority* was to be *abridged*, has aroused.

80. *John Phelan, Esquire, M.D., Walsingham.*—The cause of non-attendance, generally is either extreme poverty of parents or their ignorance or indifference. In one instance, a large number of children, perhaps half of the school population, did not attend school in 1869, because the section in which they lived, was abolished by being divided between two adjoining sections—anger and spite here were the causes. The municipal council, however, on my recommendation, has re-established the section, and now I am glad to be able to say, the children are almost all attending school. The *Journal of Education* is

received, and read generally, and I am sure with advantage ; if it was made the medium of communication, with Trustees and Superintendents, on all questions of law, like the law Journal, its usefulness would, I think, be much increased. I and others could refer to its pages for information, instead of writing to you, and you would not be obliged to answer the same questions over and over again. Libraries in this township, are mostly Sunday School Libraries ; the books are generally covered, numbered, well cared for, and better still, in many instances, constantly read ; and I am confident are gradually but surely begetting a taste for reading. Our Sunday Schools are all flourishing, and are becoming popular, even with those who take no part in them. They are all non-denominational. I have on every opportunity impressed upon parents and trustees alike, the fact that it is their duty as well as their interest, to visit the schools under their care, or where their children attend, and thus offer some encouragement to teachers and children both. The number of my visits marked on my Report, will show with what success. While alluding to this subject, I am sorry to have to remark that Preachers, as a body, do not seem to take any interest in our Common Schools ; a visit by a minister being the exception and not the rule.

#### XXIX.—COUNTY OF OXFORD.

81. *A. J. Campbell, Esquire, M.D., Blenford.*—The interest which the inhabitants of this Township, take in the education of the young, is manifested by the fact, that not one male teacher in all the Township, is paid less than \$400 per annum. We feel disappointed in common with many more, at the fate of the proposed "School Bill." It is a great pity that eleven men, and talented men too, should allow their factious feelings to overcome their wisdom, enslaving to partisanship their power and influence for good. Our schools will never be what they ought to be, until the present system of Local Superintendents is entirely abolished, and also some means employed to secure better attendance at our schools. You will see by my Report, that for every 10 that attends school, 1 remains at home, and the universal reason given is—"indifference of parents."

82. *The Reverend W. H. Landon, Blenheim.*—The information I have been able to collect, I think fully justifies me in speaking in favourable terms of the schools of this Township, which, I apprehend, would compare favorably with the schools of any other Township in the Province, which like Blenheim, is almost wholly rural. Twelve of the fifteen male teachers, hold either provincial or first class County Board Certificates, and of the rest none are lower than second class. Twelve out of sixteen schools were kept open the whole year, and the average of the whole is more than  $11\frac{1}{2}$  months. Fourteen of the schools are free, only two putting any charge upon attendance. Three schools employ assistant female Teachers, and only one is wholly under the charge of a female. About six of these schools I consider superior, and the rest, except one, are, perhaps quite of average character as compared with other county schools. As respects results, the following branches in most of the schools, are well and thoroughly taught—viz : Writing, Grammar, Arithmetic, and the other Mathematical sciences, as far as attempted. In reading, I am sorry to say, the success is not so satisfactory. Too many of our Teachers seem satisfied with a class that can readily pronounce the words of the lesson without difficulty and without hesitation, even though no attempt is made to express, or even to comprehend the meaning or the emotion intended to be expressed by the author. I have not failed to call the attention of the Teachers to this defect, and I trust not altogether in vain. The results in book-keeping, I have also found to be far from satisfactory. Too much reliance seems to be placed upon a few examples, and too little effort is made to unfold the theory and to explain the far reaching objects of the science. I fear also, that the benefits resulting to the young from the study of Geography and History, as taught in our schools, will be very limited. The teaching depends too much upon placing the hard facts of the sciences before the pupils, and entrusting them to the custody of the memory alone, without the aid of the intellect or the emotions. The same remarks are far too applicable to the methods of teaching the natural sciences. In the pursuit of these latter branches, it might be supposed that it would be easy to evoke enthusiasm in the young, and to enlist the esthetic faculties. But I have seldom seen any attempt made in this direction. The Teachers, I fear, generally confining themselves to the prescribing of the lessons and hear-

ing recitations. The number of children in the Township reported as "not attending any school," is 168, not a very large number for so large and populous a township. Still it is too large, and we naturally wish to know the reasons for their non-attendance. In several cases no reason is given. In one case poverty is assigned for the non-attendance of 5 children; in another case a large number are kept at home "*to work*," and "indifference" of parents is stated another reason of the absence of all the rest. The examination and classification of Teachers by the County Board, are conducted according to regulation and by printed questions. One school (No. 6), has commenced making a collection for a museum, and has a considerable number of specimens, chiefly zoological, but there are no suitable conveniences on the premises for arranging or greatly enlarging the collection. No school has a magic lantern, or any other fixed means of affording amusement to the pupils. There is a Township Library, which is very little used. Besides this, 7 schools report Section Libraries, but in only one do they seem to be much used. Of course they can be exerting no very useful influence. I am unable to assign any plausible reason for this great apathy, especially in those sections where there are no Sunday School Libraries. When I remember with what avidity, when I was a lad, and books were scarce, I seized upon every volume I could either buy or borrow; and with what pleasure I devoured its contents. I am amazed when I see intelligent lads and young men pass by piles of them without taking the trouble to turn a leaf. To me it is altogether mysterious. According to my experience and observation, the judicious and timely distribution of prizes, always exerts a good influence, and this view seems to be held by the Trustees who have replied to the question. As to the influence exerted by the *Journal of Education*, I might repeat nearly all I said above in connection with the libraries. Among the Trustees and people its influence is nil, because it is not read. Why; I am unable to say. While acting as a Trustee of the Local School here several years ago, I could seldom induce my co-Trustees to take it home to read; and more strange still, some choice articles which I would mark for the Teacher, bearing directly upon his duties or his interests, I had the mortification to find were not read, or not appreciated. However, I think it is more generally read by the Teachers and with benefit. A gradual improvement is taking place in our school-houses, though no new ones were built last year. We have several buildings which afford one good room with suitable furniture and apparatus for teaching. There are two or three with tolerable class rooms in addition. Most of them have some other space around for play grounds, and all are furnished with privies. One great defect, however, attaches to all of them—there is no provision made for winter ventilation, except by opening the windows, or valves in the ceiling, so that all ventilation must be at the expense of warmth and at the hazard of chills and colds. On the whole, however, though there are still so many things to report, I cannot but speak in terms of high satisfaction at the state of popular education to which we have attained. Having been more or less intimately connected with our schools as Teacher, Local Superintendent, or Trustee, for nearly half a century, (having first taught a school in this Township in 1824), I have had a better opportunity than most, for marking the advancement that has been made, and my retrospect of the past, yields great satisfaction as to the present, and inspires me with the highest hopes for the future. I cannot close these remarks without expressing the regret I feel—a regret which I believe is shared by nearly all the real intelligence of the country—at the failure of the Legislature to pass the late School Bill. Though imperfect, perhaps in some of its details, it would undoubtedly have still further advanced the character and efficiency of the schools. I hope that at the next session, the Government will bring in a good bill, embracing many of the features of the last, and exert their whole influence to pass it, irrespective of the carpings of those persons, who, though they have never devoted a single day to the study of the subject, assume the right to decide against the highest professional and practical wisdom.

83. *The Reverend William J. S. Stitt, Norwich North.*—The general regulations with regard to religious instruction are not attended to. The attendance is very irregular, and the number of children who do not attend any school is very great. There is a growing feeling on the part of the community in favour of a compulsory clause being inserted in the School Act to reach this class of children. Take, for instance, the Village of Norwich, where I reside, the total number of children of school age is 264, whilst 53 of that

number never enter the school-house. The programme for examinations, I believe, is generally observed. The examination questions are printed. The *Journal of Education* is neither appreciated as it ought to be nor much read; not even asked for unless in a few cases. The annual and semi-annual reports are not carefully filled up by the teacher and Trustees, and the manner in which they are generally filled up evinces either gross ignorance, or culpable carelessness.

84. *R. A. Janes, Esq., Oxford West.*—I am pleased to be able to report our schools in a prosperous condition. Some of our best teachers left during the year—the change and loss of time have hindered the progress of those schools materially. I have but few children to report for non-attendance. There always will be a few indifferent parents scattered through all our school sections, who take no interest in the education of their children, no matter how convenient the school-house or competent the teacher. These I fear will only be reached by compulsory attendance. Some of our sections are badly arranged, the school-houses being at too great a distance for small children to attend—these are the causes of their non-attendance. Prizes were distributed in nearly all our schools, and the effect has been marked in increasing the regularity of attendance, the interest of pupils in their respective studies, and particularly in influencing the parents to be present at all the examinations—thereby increasing their interest in the education of their children. The *Journal of Education* has been regularly received with but few exceptions. The ability with which it has been conducted has won for it the high appreciation of all our people. This is illustrated by the following:—One of our Sections (No. 8) did not receive it. They applied to me and afterwards wished me to write and notify you of the fact—for said they, “We do not wish to be without it.”

### XXX. COUNTY OF WATERLOO.

85. *W. J. Pasmore, Esq., M.D., Woolwich.*—Sections 1, 2, 3, 5, 7, 8, 10, 11, say that they think that there are no children in their sections who do not attend school during some part of the year. The others say that “indifference of parents” is the cause of their non-attendance, which I think is correct, as there are none in this Township who cannot send their children to school if they like. In the section in which I live—No. 1—there are no children who do not attend school. The regulations as to religious instruction are followed in Nos. 1, 2, 3, and 5 only, and the results are not startling. I think the “programme for teachers’ examinations” is observed and the questions are printed. But as I have attended one meeting of the Board, I am not as well able to answer this question as some of the other members. The library exerts a good influence I should say as No. 6 is the second best school in the Township, and more teachers have gone out from that section than from any other in Woolwich. The influence of prize distribution appears to have been good, though Nos. 4 and 6, our two best schools in the Township, gave no prizes this year. The *Journal of Education*, Nos. 2 and 3 say, they don’t receive,\* Nos. 1, 3, 4, 5, 8 and 11 say they receive it regularly, No. 7 is not answered, No. 9 says, “No, they can’t read it,” No. 10 says, “Not very useful,” and No. 12, “Not regularly received.”

### XXXI. COUNTY OF WELLINGTON.

86. *A. Dingwall Fordyce, Esquire, North Riding.* The schools have generally been well conducted; some, of course, much more so than others, according, in a good measure, as teachers have been engaged, or not, whose heart was in their work and who were possessed of teaching ability, tact and good feeling; or such as have merely gone through their work in a perfunctory manner, associating in their thoughts, with the stated duties of the school, some other pursuit or prospective employment—a course which in almost all cases, must prove sadly detrimental to the scholars. The number of scholars on the rolls has been 10,560—being about 600 more than in 1868—while the attendance in 1869, as compared with the previous year, has been larger during the first six months, but smaller during the latter six. I am glad to find a disposition in some cases to increase the remun-

\*The *Journal* for Nos. 2 and 3 are regularly mailed to St. Jacobs. Any irregularity ought to be complained of to the Postmasters.

eration of teachers who have proved themselves truly efficient, and yet, in most quarters, too great stress laid on economy to the injury I believe in many schools, of both teacher and scholars. With few exceptions the schools have been kept open the whole year, there are a few cases where a different course, I conceive, is justifiable at the commencement, but scarcely to fall back to, after having got over it, except in very peculiar circumstances. During the year, two superior school houses have been erected, one in Section 5, Peel, (near Winfield) a handsome brick building, costing over \$1,000 ; the other in Section 8, East Garafraxa, on a different and more central site than the old school—a good frame building on a stone foundation. Besides these, the school house of Section 5, Pilkington, has been reconstructed, heightened and enlarged at an outlay, as appears by the Trustees' expenditure of over \$650. Other items of outlay of the same kind in the Report have reference to instalments on improvements effected during former seasons. A new school-house has also been built in East Garafraxa in a recently organized section reported as No. 12, where school was opened in the beginning of this year. I regret to say that, in one case, that of Section 11 in the same Township where the attendance has been very large and the school accommodation of the very poorest description, the conclusion was come to at a special meeting held lately, not to build this year. The house is one of those which—had the amendments to the school law been carried out—would necessarily have been condemned, as altogether inadequate to the requirements of the section ; if not positively injurious to the numbers assembling from day to day. There are a good many other school-houses I am sorry to have to observe, whose day of grace has been extended from the same cause. Steps will shortly be taken for the erection of a school house in Section 5, Arthur, which has now been detached from Mount Forest, with which village a union has existed for some years. A school was opened last July in a new Section in Amaranth (No. 7.) The Township of West Garafraxa has remodelled its sections. In consequence of this division, it has been found necessary to have a different site for the school in Section 6, East Garafraxa (late 2 Garafraxa), and the contract is shortly to be let for a new stone school house. In section 5 Minto (Harriston Village School) I observe with satisfaction that an Assistant Teacher is now employed in other premises—the school house being quite too small for the attendance, and in fact, it is simply impossible in schools such as this one, or those in Glen Allan and Drayton, Sections 2 and 4 Peel village schools, with additional country attendances, for any one teacher, no matter how diligent or able, to do justice to the scholars. In the Salem School Section 5, Nichol and Pilkington, besides the efficient male teacher, two female assistants are employed, and all, I believe, have quite enough work on their hands. From what I learn, there seems to be doubts entertained of upholding the school in Section 6, Pilkington—where, for some years a struggling existence has been maintained—the few Protestants having to contend in doing so, against the drawbacks of a Separate School on either hand, one in Pilkington, the other in Nichol—comparatively few of the Roman Catholics in the Section keeping up their connection with the mixed school. By degrees I make no doubt, it will be quite possible to get your wishes fully carried out respecting the new Text Books of various kinds. While, in the Report, you may find in most cases, the reading books in use, designated as *National*, I believe it is almost invariably the new Canadian series that is meant. A few of the old National Fifth Books may be used with the other, on account of the lessons in Ancient and Modern History. The new Elementary Arithmetic (Smith & McMurchy's) of course has not yet had time to get introduced. It is only mentioned, I think, in two schools, and I fear, in many schools in the remote Townships where Sangster's small work has only lately got a footing, the introduction of any other this year will be almost, if not wholly, impracticable—the people having sustained very serious loss through the early frosts last season, and the straits to which many have consequently been reduced. I am not aware whether it is intended that Lennie's Grammar should be altogether superseded by the new one (Davies') or whether both may be employed, but the latter is getting gradually introduced, although 64 schools are yet reported as using Lennie, only 12 Davies, and 4 the two together. A few stray copies may be found of books not strictly authorized, such as Carpenter's Spelling Assistant and Campbell's Geography, but the number is comparatively small, and not increasing. I presume there is no objection to the use of Edwards' Summary of English History, where the scholars are scarcely ready to use Collier's or White's, or any

work of that size.. Prizes appear to have been given in 41 schools, while 50 report giving some, but as only 29 schools are mentioned in the Financial Report as having outlay for this object, some must be included generally in other disbursements. Thinking as I do that more good than harm will in almost all cases follow a judicious distribution of prizes I regret that more schools do not avail themselves of the opportunity for procuring them. I do not know but that in all cases it would be best for the teacher to assign them by his record of standing—not leaving out of such a calculation prizes for reading, as commonly adjudged by visitors at a public examination—such a mode of deciding losing its supposed interest in its tediousness, and in probably the great majority of cases not leading to the really correct decision. I cannot help likewise regretting that under my superintendence there is not a greater desire to possess libraries, such as can be procured from the Educational Department, or to replenish those which have been procured a good many years ago. There are only 27 Sections that report having libraries of this kind, and nearly half of these are to be found in the Townships of East and West Garafraxa, while the large Township of Maryborough with its 16 schools, 1,600 scholars, has not so much as one. True, this and other Townships may have Sunday School Libraries, and these may be excellent of their kind; but that varied description of reading, so useful and so necessary, cannot naturally be expected to be found there, and such as your Department provides. I cannot too highly approve of your instituting enquiry commenced last year, as to the outside convenience provided for the scholars, of which there is such a deplorable lack, accompanied by such unaccountable indifference. It is my intention wherever the want exists, to draw special attention to it by a strong remonstrance in the Visitors' Book of the school, where I have not the opportunity of impressing the propriety of attending to it on local authorities. The report is rather fuller than the former year in respect of Sunday Schools. In 1868—the first year you drew attention to the subject by way of query—46 schools were reported under my superintendence, with 308 teachers, and 2,423 scholars, while for 1869 the number of schools reported is 75, with 379 teachers and 2,929 scholars. If however we should add to these, several schools which appeared in 1868, but have been omitted in 1869, we should find in all, 79 schools with 451 teachers, and 3,395 scholars: The account could not even then be looked on as by any means complete, and yet, the result shown in some instances is highly gratifying; for example, the Township of Amaranth has Sunday Schools in all its Common School Sections but one, which was only organized last year; and in the extensive Township of Peel there are only 3 School Sections that do not report having Sunday Schools; and one of these, I am aware, had a Sunday School a few years ago; and for ought I know, may have it still in operation. You will notice that about 60 schools report not having the Time Table or General Rules hung up—most likely do not possess them. Were you to send a supply for these schools through me, I should have pleasure in distributing them where they are needed. Unless there is attention to such rules as these, there can be no well ordered school, and the teacher may be aided by pointing to them as well as inculcating their lessons, for in doing so, and unless there is a carefully laid down plan of teaching so as to economize the time at the teacher's disposal, much of it must be squandered, various classes will suffer, blame will be attached to the teacher which might be avoided, and far less satisfactory results in all respects will be obtained. The number of schools open the whole or greater part of the year has been 103—in 76 of which the Bible is reported as in use, and in 87, prayers used either at the opening or at the close of the day's exercises, or both. During the year I prepared and circulated in printed form among the schools under my charge over 1,800 copies of a lecture on activity in school matters, and this is what is acknowledged whenever the Local Superintendent in the Statistical Reports is credited with lectures. Unlike two previous distributions, no charge whatever was asked or received for the copies thus circulated. Most would not have grudged in the very smallest degree the trifle towards re-imburisng outlay of this kind, but some grumbler are always and in most places to be found, from whom it is perhaps prudent to remove any occasion for taking exception. Your enquiry as to whether the *Journal* is useful to the Trustees has elicited a variety of replies; where expressed in few words I have given them in the Report; a few shorter or longer, which convey more meaning, perhaps, I shall notice. One says it is "very useful," another that it is "very useful," one that it is "not useful," another that it is

"not very useful," while another says that it "certainly is useful." One says "it might be useful," another, that it is more useful to "the teacher than to the Trustees." One goes the length of explaining, that "it is not useful as at present conducted," one that it needs improvement in editing"—while another asks the question "who is to judge of its usefulness." I give these expressions of opinion simply as I find them. Most certainly there is very much valuable matter contained in every number of the *Journal*. Whether it might be rendered more popular by some alterations in the arrangement or by somewhat greater variety in the articles is not for me to say. I only wish some of the critics, whose remarks I have noted, would themselves become your correspondents, and help to render the *Journal* such as they could give unqualified commendation to. I believe some of them could really do something in this way to render it more popular and more coveted, than with all its real merits it perhaps now is.

### XXXII. COUNTY OF GREY.

87. *Charles Gordon, Esquire; Derby, Keppel, Sarawak, Sullivan, Sydenham.*—In too many cases the Trustees are utterly unfaithful to the duties pertaining to the office; in more than one instance, where I had to attend to complaints, I found the Trustees had their affairs in such confusion that it seemed to me a wonder they got through as they did. You will perceive by the Report that the average attendance during the first six months of 1869 was much larger than during the remainder of the year; there is no doubt the extremely wet season, and consequently, in some places, almost impassable roads were the—although not the only—cause. The regulations with regard to religious instruction are followed, and as a result the Roman Catholics seem to feel there is no necessity for Separate Schools. In more than one instance the Separate School teacher has declared a preference for the Common School. The programme for County Board Examinations is observed and the questions are printed. There are no museums commenced in this district, the country is too new and the people too hard pressed to incur any more expense than is absolutely necessary. The libraries are conducted agreeably to the regulations, their influence is of a very beneficial character. The distribution of prizes is not so much practised as it should be, but the people always complain of the taxation: in those sections where prizes have been distributed the inhabitants generally express themselves satisfied that the money expended in the purchase of the books is well spent. Several of the Trustees and teachers have been complaining to me that the *Journal of Education* does not come to them regularly, and, indeed, in one or two instances complaints have been made of its not having been received at all.\* Both Trustees and teachers have got to look on the *Journal* as of some considerable importance to them in the way of gathering information respecting schools and teaching.

88. *William Ferguson, Esquire; Artemesia, Melancthon, Osprey, Proton.*—The review of educational matters in 1869 rather indicates some progress as regards the Fourth School District of the County Grey. Though like other rural districts much is lost by irregularity of some, and the non-attendance of others, yet the non-attendance is, I think, decreasing, and in most cases proceeds from *distance* from school and the *poverty* as much as the *indifference* of parents. I would suppose that some cases of inconvenience and hardship in the first case—*distance*—would be remedied by the adoption of *Township Boards* instead of individual *Section Corporations*, all the schools in a township being under a central control, pupils might thus attend the school most convenient. Besides, I find in some minds a suspicion existing that some teachers, in order to hide the fact of small attendance arising, in part, from their own want of power to render the schools attractive, seek to secure a larger share of the School Fund by falsifying the semi-annual returns to the Local Superintendents; the Trustees, even if willing, are unable to do more than merely assume that they are correctly filled. Were all the Trustees in a township paid by Central or Township Boards, the suspicion might possibly be avoided. I do not think that the regulations in regard to religious instruction are attended to; yet I do not imagine that the children attending our Common Schools are therefore uninstructed, as Sunday Schools are tolerably numerous, and stated religious (Sabbath) services within the

\* The *Journal* is regularly mailed to all the sections.

reach of, and participated in by most. The programmes for the examination of teachers are all printed, and every exertion is made by the Board (within just limits) to secure an efficient staff of teachers for the schools. While a knowledge of the more advanced studies is deemed desirable, and is suitably acknowledged, a thorough acquaintance with the practical and more essential studies is made absolutely indispensable. Indeed, no candidate in whose papers five errors in spelling are found, can obtain a first-class certificate. No museum has been commenced, and but one school possesses a magic lantern. This school, No. 2 Melancthon, has also a pair of very fine globes, a good supply of maps, and an excellent library tolerably well read and kept. In Artemesia and Osprey there exist the remains of libraries obtained a number of years ago; they are now nearly worn out, but have already created a taste for reading in many youthful minds. The maps at one time supplied to their schools by municipal councils of these Townships, now but indicate what they were once intended to be. In a few cases prizes have been distributed, and in general with a good effect. In conclusion, there exists a strong attachment to our present school system, parties of various shades of politics generally agreeing to view it from rather a conservative aspect.

### XXXIII. COUNTY OF PERTH.

89. *The Reverend J. W. Holmes, Blanchard.*—The schools generally are in good working order, in some cases, however, there is an indifference of parents manifested, and hence the cause of a good deal of non-attendance,—another cause is the demand at home for the labour of those children who are able to work. *Religious instruction and its influence, &c.*—It is impossible to say what the influence is, as the duty is attended to in most cases in a very careless and desultory manner, and in some instances not at all. *Museums, &c.*—There are none in connection with any of the schools—neither magic lanterns. It is next to an impossibility to convince the farming community generally of the value of these things. *Provincial Libraries.*—There are only a few in this municipality, and while there are some who avail themselves of the advantages, the masses do not appreciate the opportunity nor cultivate the taste for reading, and hence the influence is scarcely perceptible. *Distribution of Prizes.*—In only a few of the schools are prizes distributed, and in those cases, I think, the influence is decidedly beneficial—a good deal of that, however, depends on the wisdom and prudence of the distributor. The *Journal of Education* comes very irregularly to me and to many of the schools, and several have asked me the reason why, which, of course, I could not answer.\* I think as far as it is received it is appreciated and beneficial.

90. *O. Ebey, Esquire, M.B., Ellice.*—I am sorry to be under the necessity of reporting that many of the schools are in rather a backward condition. They were all, except the Separate School, kept open for the whole year. There are no reports concerning religious instruction. The County Examinations are written and *viva voce*. There is but one school library in the Township and that I know to be in a very neglected condition, not having been used for years. There was a competitive examination of all the schools in the Township held in December, at which prizes, obtained at the Educational Department, to the amount of thirty dollars were distributed. The *Journal of Education* is generally reported as not being received. I must say that I myself have not received a single copy.†

91. *The Reverend William Doak, Fullarton.*—The Township of Fullarton is, upon the whole, well provided with school accommodation, although in some instances there is an overcrowding when the attendance is at the largest. The school houses are free from debt, with the exception of Section No. 6, where there is a debt of \$338. There is a deficiency in maps and apparatus, only one Section (No. 2) reporting a complete set of school apparatus. Prizes have been distributed in some of the schools, and with a beneficial effect in the way of exciting emulation and encouraging the scholars. The general regulations in regard to stated religious instruction are followed only in one school, but the result is not reported. There seems to be a growing conviction that, in the present state of things, what may be called "stated religious instruction" cannot be properly

\* The fault in this case must lie with the Postmaster as it is regularly mailed each month.

† Your *Journal* is regularly mailed to Sebringville.

attended to in connection with secular training in the Common Schools, but that this deficiency should be met by the Sabbath Schools of the different religious denominations. The *Journal of Education* has been received, but its merits have not been very generally appreciated. The examination of teachers has been according to the programme, with printed papers, and their literary qualifications are quite equal to their situations. Several of the teachers have been re-engaged for several years in succession, and in these schools the progress is most marked. The schools are all free, and the reason assigned for non-attendance is the indifference of parents, which, happily, does not prevail to any great extent, as the necessity of a good education is becoming more apparent. Upon the whole the schools are in a satisfactory state, and the Trustees and teachers seem to be labouring together with a commendable degree of unanimity for the educational interests of the community.

92. *The Reverend John Fotheringham, Hibbert.*—Two years have intervened since I was Superintendent, and the schools continue pretty much as they then were in respect of efficiency, or I might say in some of them there is improvement. There seems a gradual advancement in the qualifications of teachers, arising I think from the greater number of candidates for the office, and the consequently greater strictness of the County Board Examination, as also from other causes in a less degree. There is quite as much room for improvement in the intelligent interest taken in schools by parents, Trustees, and Councilmen, as in the teachers. The people do pretty well in the expenditure of money, and in sending their children to school, but are far from giving due attention to the manner in which their children are taught and trained, and to the exerting of a stimulating, encouraging or restraining influence on their teachers. Public examinations are usually unattended except by one or two of the Trustees, and two or three others. Nothing has been done to provide libraries or museums. The Township, and indeed the County, is pretty well supplied with Sabbath Schools, which are receiving increased attention. The *Journal of Education* is regularly received by most of the sections. Some Trustees say it is useful and some say it is not. The fact of it not being useful proves to my mind simply that it is not properly used. Without passing judgment on the manner in which it is conducted, almost any periodical of the kind might be and ought to be useful to those engaged in the interests of education. The action of the County Council in the appointment of Superintendents has, in my judgment, been unfavorable to the welfare of the schools, inasmuch as they have been, for causes unknown to them, unless they be merely political, frequently changed. A Superintendent might acquire an interest and efficiency in his office by continuance therein, which he is not likely to acquire holding it for one year with the likelihood of ceasing from it the next.

93. *James Bowie, Esq., M.D., Logan.*—The present prosperity of the schools in Logan will compare favourably with any period of their past history. There are eight school-houses erected within the Township—one of which is brick, one log, and six frame. All these schools were in active operation when I visited them lately, and they appeared to me to be kept clean, were well ventilated, and sufficiently large to meet the growing wants of the Township for some years to come. Two of these eight schools are united with sections in adjoining Townships. The number of children of school age in the Township, reported, is eight hundred and thirty-seven, and the number reported on the school registers is seven hundred and twenty-six. This, at first sight, leaves a large proportion—over one hundred children—who do not attend any school. But this deficiency is more apparent than real, because, should the names of all the children of school age not appear on the school registers of 1869, it does not thereby follow that omitted children never attended school, or that they will not do so at some future time. I believe few youths could be found, who were reared in Logan that could not at least read and write. Of the eight teachers in the Township, five were males and three females. One of the former and two of the latter held first, and the other five second class County certificates. The highest salary among the male teachers was \$300, and the lowest \$270, average \$289. The highest female salary was \$270, lowest \$190, average \$222 $\frac{1}{2}$ , although these salaries would not be supposed to command the services of first-rate teachers, yet, I must honestly say, they all appeared to me assiduous and efficient in the discharge of their duties, whilst their schools exhibited the most orderly conduct, and a very creditable proficiency in the different

branches taught. On the whole, I think the schools of this Township are in a prosperous and healthy condition, whilst I have good reason to believe that a growing appreciation of the value of education very generally prevails among the people of this Township. I have spoken with most of them about school matters, and have generally heard an expression of satisfaction with the schools, whilst some expressed a willingness to submit to additional imposts, rather than their schools should suffer by the employment of inefficient teachers. This shows the existence of a spirit from which future improvements and excellence may be safely predicted. No museums or magic lanterns exist in any of the schools of this Township, whilst I regret to say that only two small libraries have been introduced. This omission will be remedied, I have no doubt, as the means of people improve. The regulations regarding religious instruction and authorized books are observed. I regret that no prizes have been distributed, as I think these stimulants to the exertions of the pupils—I trust to see them more generally in use before long.

94. *The Reverend Peter Musgrave, Mornington.*—I feel pleasure in reporting that the schools of this Township, considering its newness, are very hopeful, the old log houses are gradually disappearing, and neat, substantial structures taking their place. By the aid of the rigid examinations of the County Board, our teachers are by common consent, improving greatly. Little is done as yet in the way of libraries and prize books. The time for such desiderata it is hoped will soon arrive. A very large proportion of the children attend school for a longer or shorter time. The reason of irregular attendance is found in the pressure of rural occupation in summer for the older, and the rough weather, and bad roads, and distance from school in the case of the younger in winter. The cause of non-attendance given is usually indifference of parents, no doubt truly enough. Proximity to school in large schools being impossible except to the favoured few. No advantage is taken of the regulation regarding religious instruction in the schools. The County Board Examinations are conducted almost exclusively by printed questions, and are thorough.

#### XXXIV. COUNTY OF HURON.

95. *The Reverend William Barr, Ashfield.*—The majority of the schools under my superintendency are steadily advancing in educational attainments. There are others, however, of which I cannot speak in such flattering terms, for there is little or no progress being made. And now, after the experience of some years in this business, I am of opinion that parents are much at fault in this matter, as well as the incapacity of teachers. There are parents not a few, who seem to have very little interest in causing their children to take advantage of the educational institutions of the country; and nothing will bring such parents to a sense of their duty, but a compulsory measure passed by our Legislature, and incorporated with the existing School Law. And now with respect to teachers—I am of opinion that they should, as a matter of necessity, be required to attend the Normal School of the country; and from this department be furnished with certificates to teach. Thus there would be a guarantee that our teachers were properly qualified for guiding and directing the studies of the youth committed to their care. As matters now exist, a great many young lads leave the Common Schools to appear at our County Boards; and because they can answer the questions given them with tolerable exactness, they are furnished with certificates to teach others, while they themselves are yet destitute of that mental training, and that tact in imparting instruction to others, which are so essential to the efficient discharge of their duties. These, then, are the two causes which, in my opinion, above all others tend to militate against that progress in many of our schools, which is so desirable; and which, as soon as practicable, ought to be remedied by the proper authorities.

96. *Thomas B. Stokes, Esquire, Goderich.*—Most of the schools have, during the past year been well attended, and, with two exceptions only, are progressing in the various branches very satisfactorily. In reading, grammar, dictation and arithmetic, there is a very marked improvement; while in writing, geography, history, &c., &c., the progress is not so great, there is, nevertheless, no cause for complaint. The attendance of the half year ending 31st December, 1869, is in excess of that for the corresponding half of 1868; and had it not been for the very severe drawbacks which some of the schools met with

through the sickness, and consequent unavoidable withdrawal of numbers of pupils, the attendance would have much exceeded that of the corresponding half year. The attendance of the whole year, notwithstanding its many disadvantages, is also somewhat larger than that of the previous year. The cause of so large an apparent "non-attendance," I am happy to say, is not wholly, or to any great extent, attributable to "indifference of parents," but principally to the very tender age of the great majority of the "non-attendants," and who, though deprived of the privilege of attending school, receive the initiatory at home from the elder branches of the family. I am sorry to find so few libraries in the township, but I hope to prevail on the trustees of the lacking sections to introduce libraries at an early date. The *Journal of Education* is received, and by most of the trustees and teachers, read, and that with profit. There are no third class teachers in this township, and only one second—the teachers are for the most part of a superior class.

97. *The Reverend William Price, McKillop.*—There appears to be a general interest of a deeper and more permanent character taken in educational matters in the township, I should judge, than at any former period. Evidently the distribution of prizes exerts a beneficial effect, from the thoroughness indicated by the competing pupils, and absorbing interest taken by all engaged, it was plain that could every school be induced to exert itself in that direction, it would tend greatly to their advantage. We must patiently labour in hope, trusting that the time will soon come, when all will see the propriety and advantage of that course. The *Journal* by many is prized, but surely not beyond its merits; some I know would consider it a calamity should it be stopped. A certain class, both of teachers and trustees, are far too indifferent about it, for their own and the good of others. You will see that there is but one general library in the sections, but in many respects the attendance is more regular, and knowledge more widely diffused. We have no museums, &c. The general religious aspects of the township are pretty fair, Roman Catholic and Presbyterian forming a large part of the population. At present some of the sections are very large, the county being comparatively new, it is impossible for the younger children to attend, and at times the elder do so with great difficulty.

98. *The Reverend Hamilton Gibson, Stanley.*—The schools under my superintendence in this township are still in a progressive and satisfactory state. Ten, out of eleven schools, have first class teachers, who are all efficient, and doing a noble work in their several departments. This gratifying state of things is to be attributed, in no small degree, to the fact that our School Trustees are impressed with the necessity of employing only thoroughly qualified teachers, and the schools here are now reaping the benefit of their wisdom. In the trustees' reports the answer given as to the cause of non-attendance, is the indifference of parents; but the causes of non-attendance are, I think, various: indifference, no doubt, prevails, in some cases, poverty, distance from school, the badness of the roads in some sections, need of assistance at home as soon as the children can be of any service—all these operate as obstacles in the way of regular attendance. A compulsory law, would, I think, be a decided improvement. In six of our schools prizes were given during the past year, and with very beneficial results—a marked improvement, both in the attendance and diligence of the pupils has been observed, and, so far as my knowledge goes, the prize-giving system is gradually gaining ground in the schools. We have only four libraries connected with our schools in the township, the beneficial influence of which must depend very much upon the teachers themselves, who are generally the librarians, but I regret to say, that so far as I can learn, few comparatively of the books are read. The revised programme for County Board examinations is observed, and the examination questions are all printed. As it has been the great object of this County Board for a number of years to elevate the qualifications of teachers, the examinations have been conducted with greater care and strictness at each successive meeting, especially in fundamental and essential branches—for this purpose the questions are all carefully prepared by each examiner, and then submitted at a meeting of the Board for criticism before they can be approved of. I may also add, that none of our schools have yet commenced a school museum of natural history or botany, nor have any of our schools a magic lantern or other scientific amusement for the pupils.

99. *The Reverend J. S. Eakin, B.A., Tuckersmith.*—The regulations in regard to

religious instruction are generally followed, but with what results I can scarcely say. No school in this Township has a museum. No school is provided with a magic lantern. In three sections, the library books are both covered and numbered, in one section they are only numbered.

100. *J. S. Tennant, Esquire, M.D., Waukanosh West.*—The schools in this Township are all in a flourishing condition. The pupils in School Sections Nos. 1, 2, 3 and 4, seem to appreciate the instruction imparted to them by their respective teachers, three of whom hold first class certificates from the county Board. The trustees in this township, have very justly discarded third class teachers, none but first and second class being employed. The cause of non-attendance, may be attributed to the pupils living a great distance from school; bad roads, value of labour, and in some cases, indifference of parents. The authorized books are generally, almost exclusively used. In one or two cases, teachers have a partiality for some particular book, reading or otherwise, but not sufficient to disturb harmony. The examinations for certificates at the County Board are printed, and the desire with the members of said board, is to raise the standard of education. The *Journal of Education* is regularly received by the trustees, but is little appreciated, the teachers being almost the only persons in the township who read it. It may, therefore, be said to be of little value to the people in the section. The Trustees' Annual Report in many instances, is very imperfectly filled, the answers being very unsatisfactory.

101. *John Eckford, Esquire, Brant.*—Persons are apt to form too favourable an opinion of anything in which they have a special property, but I have taken the utmost pains to ascertain the actually existing state of those schools, comparing them also with others in other counties which I occasionally contrive to visit; and my conviction is, that as a whole, they are in a prosperous condition. Owing to the respectable salaries offered, and the faithfulness of the Board of Public Instruction, we have many excellent instructors, and inferior and incompetent ones who occasionally turn up, soon disappear. It is unnecessary to dwell upon the modes of tuition—the mental training, and the pains taken to impart a thorough knowledge of what is professedly taught. I may remind you of what I think I noticed in a former letter, that the less experienced and skilful teachers continue to profit much by the provision made for visiting other schools. I find that in such cases they generally select the best school. A few weeks ago, I attended the public examination of a school conducted in all its departments with singular ability and success, and was delighted to see ten teachers present, taking a very deep interest in the work. A few words in reply to questions to be answered in this letter. The answers of Trustees to questions regarding the receipt and usefulness of the *Journal of Education*, were unusually full and particular. It is generally received, and in a great majority of cases, highly valued—some speak of it in such terms as prove they but imperfectly appreciate its merits, and a very few attach no value to it. These are the parties whom it does not reach, simply because they do not enquire for it and take it from the post offices. The general sentiment is, that the Department should be encouraged to continue its publication with every possible improvement. The Scriptures are read at the opening of the schools, and in some cases at the close. Prayer and reading the Scriptures, are only omitted in schools where there is a mixture of Protestant and Roman Catholic children. The purely Roman Catholic Schools of which we have a number, are all opened and closed with prayer. Very few of the ministers of religion, visit the schools, but I think all of them with the assistance of members of their congregations, are labouring by Bible classes and Sunday Schools to impart religious instruction. In one way and another much good is done. The libraries where they exist, are valued by many, and are beneficial in the localities. The additions made to them are not great—I find, however, that all the books purchased both for the libraries and for prizes are not from the Department. Some have been obtained elsewhere notwithstanding the 100 per cent additional to purchasers. Sabbath School Libraries are becoming numerous, and much interest is taken in them. A few only are reported, for I only named those given in the returns. It is certain that more than half of those in existence are unnoticed.

102. *Addison Worthington, Esquire, M.D., Howick.*—There is considerable improvement in educational matters during the past year in this Township. The causes of non-attendance are, in most instances, distance from the school house, bad roads, and the

tender age of pupils, making regular attendance on the part of children of the youngest school age, almost an impossibility. The regulations in reference to religious instruction are very well observed—with the exception of four, the schools are opened and closed with prayer. Examinations are conducted entirely *viva voce*, and a growing interest is manifested by the increased attendance of parents. Examinations of candidates at the County Boards are practical and thorough. The questions are prepared and submitted to the Board for revision, if necessary, and then printed for the succeeding examination. No school has, as yet, commenced a collection of any kind, and no magic lantern, or other source of amusement or scientific instruction, is made use of. My report in reference to school libraries is the same as last year's. The condition of the books is good, and the limited influence beneficial. It is to be regretted that more attention is not paid to school libraries—that the people will not secure the advantages presented to them, of acquiring a thorough appreciation of the benefits derivable to themselves and their children. The *Journal of Education* is read, and the effect is uniformly good. Of school houses there are ten log, four frame, and one brick. The brick school house was erected last year in the village of Wroxeter (School Section No. 14), is well furnished, and seated for 120 pupils. More than this number are often present and an addition to the building will soon have to be made, and more teachers employed. A frame school house is going up in the village of Gorrie, School Section No. 7, capable of accomodating 150 pupils, and will be finished in accordance with the latest improvements. These will doubtless be followed soon by others in the Township. The teachers, on the whole, are more efficient this year, and are paying more attention to reading and spelling—branches hitherto quite neglected except in two or three instances. Since the introduction of simplified text-books on grammar, more interest is taken in its study, and in my next report I hope to be able to say more than I can now. The proficiency in geography is all that could be wished. Arithmetic is not as well taught—teachers do not use the black board enough. History, in some sections, is most thoroughly taught, in others scarcely at all. There are but two or three teachers in the Township who understand book-keeping sufficiently to teach it. Vocal music is gaining some ground, and I hope soon to see a revised programme of examinations containing vocal music as one of the qualifications. In visiting the schools I have found it best to address the pupils extemporarily, and have made it a point to do so at nearly every visit, and take opportunity at soirées, picnics, &c., to give public lectures. People will not leave their work to hear a lecture on education. A new Union School Section has been formed by the Reeves and Local Superintendents of the Townships of Howick and Carrick, to take effect on the 25th December next, and there is a feature in the matter worthy of notice, which, I think, calls for legislative interference. Real estate in Carrick is assessed very much higher than in Howick, making property of the same value in Carrick, to pay nearly double the taxes for school purposes as that in Howick. Some method of equalization, I think, should be sought.

#### XXXV. COUNTY OF BRUCE.

103. *De Witt H. Martyn, Esq., Bruce, Huron, Kincardine, Kinloss.*—The remarks which I have to make upon certain questions in the returns will apply to all the Townships under my charge. There are not so many children as formerly, who do not attend any school. The reasons for this non-attendance are various; I give them in the order of their frequency, they are:—Indifference of parents, bad roads, distance from school, and poverty. The regulations with regard to religious instruction are not very generally observed; the results are not often reported, and not always favourably. The programme for the Board of Public Instruction is strictly followed, and the questions are printed. None of the schools in this district have yet commenced a museum of natural history or of botany, nor have any schools, magic lanterns or other scientific amusements. The library books are in all cases very well cared for, they are all covered, labelled and numbered. I am not in a position to speak with regard to the influence exerted by the libraries. Prizes seem in many cases, where judiciously distributed, to have exerted a beneficial influence, but in some cases I fear their influence has been in a contrary direction. The *Journal* appears to be pretty regularly received, but I fear its influence must be set down as nothing.

## XXXVI. COUNTY OF MIDDLESEX.

104. *The Reverend James Donaldson, Adelaide.*—As this is the first year in which I have acted as Local Superintendent, I cannot state the amount of progress made in the eleven schools under my care, as compared with former years. In some of them, however, there has been very marked progress during the past year. Only in three schools are the regulations with regard to stated religious instructions observed. The examinations at the County Board are by written answers from printed questions. These questions are one and the same for the three classes, and students take their places according to the aggregate marks of merit attached to each answer. The Board has arrived during the last year at a higher standard of qualification, and each member has striven to deal fairly and impartially with each candidate. There is no school in this Township that has commenced a school museum for natural history, or which has magic lanterns, or scientific amusements for children. Six of the school sections have libraries in which the books are covered, labelled and numbered. In three of the schools prizes were distributed, but it does not appear to me that the results were beneficial to the real progress of the pupils. There are 96 children reported as not attending school. The reasons given are carelessness of parents, and in one case aristocratic feeling. In the latter case the children receive a home training, which their parents deem to be superior to a common school education. My duties as Local Superintendent have brought me into contact with the national system of Canadian education. I am happy to find that it is the very system for which Scotland has been pleading for the last twenty years, and cannot get. This shows legislation to be in advance of the parent country in these colonies. We have to complain of irregular attendance at school, and (in many cases) want of books—especially copy books, but hope to see this corrected during next year. We shall endeavour also to see that the clergymen of different religious denominations take a deeper interest in the Common Schools of the Township. The care of the young is an important part of our duty as ministers of the Gospel.

105. *The Reverend T. E. Sanders, Biddulph.*—The teachers employed for this year, (1870) I am glad to say, appear superior to those of former years, and I think reforms in scholastic matters are gradually taking place in this Township, which is certainly twenty years behind the present age. I trust yet to see a greater change in this all important matter, but where Trustees and sections are left to themselves, or to the very rare visits of a Township Local Superintendent; indifferentism, and a putting off necessary works will be the consequence; this shows the necessity of appointing competent County Superintendents, and until this is done, not much progress will be made in some Townships, particularly in those composed of the same material as this of Biddulph. I have felt I cannot do what I wish to do as Superintendent of Common Schools, and more particularly during the past year, a host of parochial impediments prevented me from even devoting the required attention to the schools. I felt I was in a wrong position, and I have resigned. There are some questions to be answered in the general remarks. I should say in sections where the school is free, the reason of non-attendance is perfect indifference on the part of parents, and allowing their children to do as they please. In sections where there is a Rate Bill, the 25 cents stand in the way. The regulations as to religious instruction are not carried out at all. I tried in a distant school-house to establish classes to meet on an appointed day at 4 p.m., for religious instruction, but the children appeared so worn out after the six hours of school duties, that I discontinued. The examination papers for County Board Examinations are printed, and most valuable time is saved. The distribution of prizes is gaining ground, and a very valuable stimulant it is. I generally endeavor to attend, and assist in giving prizes to the deserving, and the delight of those who are fortunate enough to obtain a prize is unmistakeable; though in some cases the whole school received. Four schools report not receiving the *Journal*.\* I believe Trustees do not take the trouble to enquire at their Post Offices for this useful paper, if so, they prove themselves undeserving.

106. *J. M. Young, Esquire, London.*—I have great pleasure in recording a decided improvement in the schools of this Township since my last report. Trustees and people

\* These are 4, 8, 9, R.C.S.S. They are regularly mailed to Elginfield, Whalen, Devon, and Elginfield.

alike, seem to be fully alive to the importance of a liberal education ; and a desire for a better class of teachers pervades the community at large. Two substantial brick buildings have been completed within the year, and two, if not more, are in the course of construction. The unsightly, dilapidated log building will soon be a thing of the past, as the handsome, commodious structure of more durable material is rapidly superseding it. In some sections I find it difficult to convince the inhabitants that a new school-house is necessary or practicable, owing to the repugnance, tenants—who form a numerous class—have, to be taxed for that purpose. They contend, with some show of reason, that owners of the soil should be liable for the whole expense of building, as a good school-house greatly tends to enhance the value of property, to the sole benefit of the proprietor. I shall briefly notice the questions not answered in my report. The programme for County Board examinations is generally observed, and the examination questions are printed. No school has commenced a school museum of natural history. There are no magic lanterns, or other scientific amusements for the pupils in any of the schools. The books are covered, labelled and numbered. The distribution of prizes exerts a good influence, as it tends to promote a healthy emulation among the pupils. With regard to the *Journal of Education*, I cannot say that its influence on the schools is beneficial, but Trustees generally report that it is useful to them.

107. *M. Forster, Esquire, Nissouri West.*—When I sent you my last year's report, I looked forward with considerable interest, to the time when the new Common School Bill should be introduced into our Legislature, and fully expected that ere this, a new era would have dawned upon our Common School system, and we have entered upon its important duties, but have lived only to see the original Bill as introduced, curtailed, emasculated, and finally withdrawn. We, no doubt, now possess an excellent school system, and if the spirit of the law were carried out fully, all might enjoy its privileges to advantage, and none need go hungry or thirsty, for lack of intellectual bread and water in this Province. I have endeavoured to deliver public lectures in different parts of the Township, and at the close of each, I gave the liberty to those present to give an expression of opinion with regard to some features of the new School Bill, and found that they were unanimous for free schools, about equally divided on compulsory education, and condemn, or remain indifferent in regard to other portions of the Bill. The lectures were mostly delivered at night, and generally well attended, but never well attended in the day time, excepting on pic-nic occasions. We held a Township union pic-nic at Thorndale on 25th June last, each section of the Township was duly represented, there were about 2,500 persons present. I am not prepared to state what benefit there was derived from it, unless to show what amount of spirit and interest the inhabitants of the Township felt in the great and important subject of education, and if we are to take the numbers present on that occasion for an example, we can report exceedingly favourable; it was, however, too much of a crowd to be fully successful otherwise. I am happy to state that the demand for a higher class of teachers seems to increase, but there does not seem a willingness in some sections to offer sufficient remuneration, to encourage a thorough class of teachers to offer themselves, or to cause those to remain who are teaching—the consequence is, the change of teacher is not always for the better. There is, however, a most decided improvement in two or three instances. I think another year or two will witness an improvement in the direction of building new school-houses—a necessity that is beginning to attract considerable attention, and being warmly discussed.

108. *R. Macalpine, Esquire, Williams West.*—Owing to my recent appointment, I cannot say much with reference to progress in the schools. The *Journal* is not received in all the sections, and improperly appreciated where it is received. The schools generally are in a backward condition—very little interest is taken in school museums, apparatus, &c.; but the country is new and as likely to improve as other places similarly situated—as far as my observation has gone—where the *Journal* is carefully read, the greatest interest is taken in the prosperity of the school.

#### XXXVII. COUNTY OF ELGIN.

109. *A. F. Butler, Esquire, East Riding.*—Although much remains to be done, yet the signs of progress are somewhat encouraging. *School Houses and School Furniture.*—Of the fifty-

nine school houses in this Riding, only eight are positively bad, the remainder being comfortable and commodious, and some of them quite new and superior. Contracts have lately been taken for the erection of three new ones, one of these from a plan published by the Department, is to be completed this season in Aylmer, at a cost, with the site, buildings, &c., of \$4,500, and we believe the leaven is working in the sections containing the remaining five. The schools are nearly all well supplied with maps, but very poorly with apparatus, charts, diagrams, &c., for science teaching and object lessons. Teachers also are wanted who know the benefits of these, and how to use them—teachers who are able to emancipate their work from that meaningless routine which only loads the memory, and to place it upon the higher plane of intellectual culture. *Text Books.*—No unauthorized text-books are used, that I am aware of, and indeed, there is little necessity for this now, since the list of those authorized is so extensive and interesting. The Companion to the Readers is well received, the New Readers are fruitful sources of instruction, and of those lately authorized, Peck's Ganot's Popular Physics will be found a boon to the schools when its merits only become better known. *Attendance.*—Out of a school population of 5,563, only 156 are reported as not attending any school, and it is probable that the most of these enjoy school privileges a portion of the time during their period of school age. *Libraries.*—Two Common School libraries only, have been established during the past year, there is reason to hope that the next year will make an improvement in this respect. *School Act and Journal of Education.*—There was, I believe, in this county a general feeling of regret and disappointment, that the proposed changes in the School Act did not find favor in Parliament at its last session, and become law. The *Journal* is regularly received, and by all intelligent and progressive trustees is so read and appreciated, that its improving influence reaches the schools, but we greatly fear such trustees are at present nearer the exception than the rule. Would it not be better the *Journal* should be taken from the office by the teacher in the section? Our schools suffer more from faulty teaching than from all other sources together, and this not so much from individual incapacity, or from a want of knowledge of the text books used, as from incorrect views of the nature of education, together with a general lack of professional knowledge, professional zeal and professional skill. The *Journal of Education*, especially as it has been edited during the past year, is well calculated to meet these wants and strengthen the hands of the faithful teacher; and this view is further prompted by the belief that, as our teachers have more time than trustees for reading it, they would, as a class, be more ready to act upon and disseminate the valuable ideas and suggestions contained in this our only educational periodical.

### XXXVIII. COUNTY OF KENT.

110. *Edmund B. Harrison, Esquire, County Superintendent.*—Non-attendance is still generally ascribed to the “neglect or the indifference of parents,” this I am convinced is only true to a limited extent. Distance from school, the want of proper accommodation in our school houses, and necessity on the part of parents, owing to the scarcity of supply in the labour market, requiring the aid of their children, appear to me to be the principal causes. Although we are improving in the erection of school houses, many of the new ones being commodious and comfortable, yet there is much need of some such clause as that contemplated in the late amendments to the School Act. All our schools have been in operation during the current year, and nearly all as free schools. Prayers and reading the Word of God are adopted in many schools, but I am not aware that any religious instruction has been regularly given by clergymen. The Board of Public Instruction has raised the qualifications of teachers as high as it is possible to obtain a sufficient number of teachers to supply the wants of the County. The salaries of the teachers of Common Schools, on the whole, have increased, but there are so many avenues to emolument, that we are constantly losing good teachers, not that teaching is distasteful to them, but because they see no prospect of permanency. The programme for the County Board Examinations is observed, and the questions are printed. In those schools in which prizes were awarded, good effects are said to have been produced in encouraging the pupils to greater diligence in preparing their lessons, attending school, &c. It affords me pleasure to state that the Municipal Corporation of the Township of Raleigh has set apart a small sum for prizes to be awarded in a

Township competitive examination. The schools in which monthly examinations, oral and written are held, make very satisfactory progress. The absence of private schools is an evidence of the success of the Common School system. Various answers have been given with respect to the utility of the *Journal of Education*. Many reports say it is useful, some reports have not answered the question, and a few have stated that it is of no use to the Trustee. In many instances when the *Journal* has not been regularly received, parties have asked me how to proceed in order to obtain it. A teacher in one of our largest schools informed me that the "Miscellaneous Friday Readings" were very much appreciated by the children. Should the present *Journal of Education* be discontinued, I do not know from what source a majority of the Trustees could, or would obtain so many seasonable hints on education.

#### XXXIX. COUNTY OF LAMBERTON.

111. *The Reverend W. M. Roger, M.A., Sarnia.*—As to cause of non-attendance, the teachers all say, "Neglect and indifference." In general, I think the children are detained by their parents to work at home. The only attempt I know at Religious Instruction among the schools, was on the part of one of the teachers, under the direction of the Section Trustees, teaching the Presbyterian and Roman Catholic catechisms after school hours. It was complained of and stopped by the other Trustees. In the one only school library, I believe the books are properly cared for in accordance with the prescribed regulations, and its influence in the neighborhood is good so far as I have opportunity of judging. The same may be said of the *Journal of Education* and of the prizes distributed at examinations. The only regret is that these are not more common. It must be remembered, however, that the Township is still struggling with the difficulties incident to an imperfectly cleared country. A different state of things will doubtless prevail when the youth now living, sent out of our schools, come to inherit the results of their parents labors.

#### XL. COUNTY OF ESSEX.

112. *Alexander Craig, Esquire, Tilbury West.*—The schools in this Township during the past year have been doing well with the exception of two, Section No. 2 could not find a teacher for the first four months, although they advertised for one; Section No. 6 was almost closed for the last six months, caused by a disease among the children, but notwithstanding all these difficulties the average was considerably above the previous year. The schools are all free as usual. The Trustees are doing their very best to avail themselves of good efficient teachers and school houses. The Trustees of Section No. 3 are erecting one, and the Trustees of Section No. 5 have built a large frame school house valued at \$1,200. The cause of education is rapidly advancing in this neighborhood, and a lively interest is felt in our school system, and it is just beginning to be fully appreciated. My opinion is, that large school sections are actually nurseries of non-attendants, owing to the distance at which pupils live from the school house, bad roads and other obstacles beyond our people's control. We have two school sections too large to be convenient either for teacher or pupils. No. 1 has 158 on the register, and 67 not attending any school. The non-attendants in the sections that have been divided have almost disappeared. The teachers have conducted their schools to the best of their ability. The average annual salary paid to teachers was \$384. All the School Sections have maps, with the exception of the new ones, and they expect to obtain them before long. The schools in general are opened and closed with prayer, and in some the Scriptures are read daily. We have a Sabbath School Library which has done much good. The Templars have a library for their own use. We have one School Section library open to the public, the books are in good condition, and the regulations are strictly carried out. The books were not so extensively used at the first opening of the library as they ought to have been, but readers are increasing. The revised programme for the County Board examinations is strictly observed, and the questions are printed. Prizes have been distributed in most of the School Sections, and have had a marked beneficial effect where judiciously given. The *Journal of Education* is very important, justly esteemed and carefully read by Trustees, Teachers and others.

113. *Daniel B. Odette, Esquire, Anderdon.*—Most of the schools in this Township,

have been kept open for the best part of the year, and were liberally supported by taxes on all properties, but I am sorry to say, that by the negligence of parents and guardians, eighty-eight children are deprived of school privileges. In schools Nos. 2, 5 and 6, both French and English are taught, and in the other schools, English only is taught. The schools Nos. 1, 2, 4 and 5, are well provided with maps, but the others (probably through the negligence of the trustees), have none. The general regulations respecting religious instruction, are followed to some extent, and with good results. There is no library in this Township. I regret very much that prizes were not distributed in any of the schools, though many times I represented to the Trustees, what great advantages would occur to the children from the distribution of prizes.

114. *Henry Botsford, Esquire, Malden.*—The state of the schools in this Township, is on the whole satisfactory. Owing to the higher standard of qualification required by the County Board at present, than was required a few years ago, many candidates who applied for certificates, did not pass, and some difficulty was experienced at the beginning of the year in procuring teachers. The revised programme of County Board examinations, is observed and the questions are printed. The number of children who do not attend any school, is greater in some sections than in others—the causes of non-attendance, are indifference of parents, want of clothes, as reported by the Trustees of one section, and distance from the school house. Most of the non-attendants are either under seven, or over fourteen years of age—the older being useful on the farm are kept at home to work, and where the distance is great, the younger are unable to attend. Most of the Trustees report that the *Journal of Education* is not regularly received, but this is owing to carelessness on the part of the Trustees themselves who do not call at the post office for it ; where received regularly, the influence it exerts is reported to be good. It is to be regretted that the proposed new School Bill did not pass the Legislature at its last session, for no doubt many of its provisions would be highly beneficial, and were much needed. I hope that your next effort to introduce a more efficient School Law, may be crowned with the success which it deserves.

115. *Victor Ouellette, Esquire, Rochester*—The cause of the children's non-attendance in schools, is in most instances attributable to bad roads and long distances from schools, all the sections except one, are altogether too large and too far apart, but I am happy to say that the ratepayers are finding out the inconvenience of the present position of affairs, and are petitioning the Township Council for altering and forming new School Sections ; to give justice to all concerned, there should be three new sections formed in this Township, and I have no doubt that the Township Council will, this year, form at least two new School Sections. As to the general regulations in regard to stated religious instruction, they are followed up and with good results, and to the approval of the great majority of this Township. Respecting the County Board examinations, I beg to say that the programme was strictly observed by the Board, and all questions submitted to the teachers were printed. As to the distribution of prizes to pupils, I am happy to say that every School Section has taken my advice to that effect, and by so doing, caused great results. The *Journal of Education* does not appear to be regularly received by the Trustees, and I cannot account for the same.\*

#### XLI.—DISTRICT OF ALGOMA.

116. *Messrs. James Bennett and J. W. Plummer, Trustees at Bruce and Wellington Mines.*—You will observe on examining the returns, that the total number of pupils attending the schools during the year, amounted to 286, and we are glad to be able to say, that the progress made by them in the various branches of education during the year, was very satisfactory. We would particularly call your attention to our annual financial account, which shews a decrease of the debt on the schools last year, of \$309.08—the debt being in 1868, \$372 74, and now reduced to \$63.66. We are glad to be able to say, that the West Canada Mining Company, and the Huron Copper Bay Mining Company, gave us nearly two hundred dollars, and the liberal grant of the Government of \$250, on account of the year 1869, have been the means of reducing the debt. We hope next year with

\* It is regularly mailed. Complaint should be made by letter to the Department, giving the number and post office of the sections not receiving it.

the assistance of the Government and our other resources, to have a small balance on hand. You will observe that there are no outstanding debts—all bills and salaries being paid on demand by one of the Trustees as in former years.

### XLII.—THE CITIES.

117. *Samuel Woods, Esquire, M.A., Kingston.*—In submitting the Annual Report for 1869, I find a very gratifying increase in all the subjects of greater importance in our Common Schools. During the year, we have had the names of 2358 pupils on our roll, and an average attendance of 1263. This average is a much greater per centage than any of our other cities can show. By an examination of our Financial Statement, it will be seen that we have spent \$9,465 for school purposes. From this we find that our pupils during the year, have cost us \$4.00 each, on the aggregate attendance, and \$7 50 on the average attendance. I would respectfully draw your attention to the large increase this year in the classes studying arithmetic (97), grammar (149), history (220), algebra (102), and Canadian geography (629.) This very large increase arises, I am persuaded, from causes which I am about to relate. In February of this year (1869), the Board after mature deliberation, determined to collect all the more advanced boys into one class, and establish a regular system of grading. This has always existed to some extent, but now no pupil is allowed to enter a higher class, unless he has first passed an examination before the Superintendent, to test his ability for promotion. As a consequence, all our schools are working upon a uniform system, and an emulation is created among the junior teachers, to prepare as many as possible for the advanced classes; and among the senior teachers to send up as many as possible to the high school. When the pupils arrive at the requisite standard, instead of being, as formerly, instructed by their old masters, they pass among new class-mates and under a new teacher, where a wholesome rivalry is shown to keep up the good name of their respective schools. Pupils are required, in order to enter this school, to read fluently and understandingly; parse and analyse any sentence in prose; work as far as equations in algebra; understand fully mensuration of superficies; be able to work questions in arithmetic up to, and including interest; be well acquainted with Euclid Bk i, 1–20, and have a pretty strict knowledge of the outlines of history and geography. You can thus see that we aim at rather a high standard for Common Schools, and when our pupils have had two or three years of additional work, they are prepared to assume a position of at least a fair ground in primary education. Many of them doubtless will then enter our Grammar School through free scholarships; established by the liberality of a few of our wealthy citizens. After our Board had seen the effect of such a system among the boys, and found it exceed even their most ardent expectations, they decided upon the same plan for the girls, and in September a High School class for girls, was opened: to enter which the same examination is required, Euclid excepted. The plan has been under trial for the remainder of the year, and its effects are so gratifying, that a Superintendent of a neighbouring town, has paid us two visits to see its practical working, with a view to its introduction. I have every confidence in it, and feel assured that, by its adoption, the Board has made a great step in advance of our old system. We have had no changes in our teachers during the past year, we feel that when we get a good one, *he is cheap at any price*, and, with the utmost care in selecting, we rarely fail in securing one to our liking. I can add no word to my remarks of previous years upon the subject of non-attendance. I will not blame the parents; for they would send, if they could only face the shame of seeing their ragged offspring mix among better clad children. I cannot blame the school houses, for they are models of neatness and order. The more the attention of intelligent men is drawn to the subject, the more they see that our Common Schools are drifting away from the class it is most desirable to reach. The schools are doing a noble work; but for the street arab, the child of the lowest, their doors are hermetically sealed. Not but they *can* go, if they desire it, but they *will not*; for in such an atmosphere, and with such surroundings, they feel they are *not at home*. The man who can devise a plan to meet the exigencies of this class, will merit the gratitude of all right minded lovers of their country's weal. Our County Board is still alive to its great responsibility, and is becoming rather obnoxious to a great many candidates for a place in the noble profession. At our last meeting, “*the slaughter of the innocents*,” was immense.

We have an abundant supply of applicants, and are not limited by a lack of teachers holding certificates; we therefore exercise our undoubted prerogative of dealing with unqualified pretenders in the most summary manner. Our questions are printed, and the answers in writing. Our libraries continue to enjoy a very lively existence, and the books are eagerly sought after. They exercise a good influence, by keeping alive among our youth a desire for something better than the trashy novels which tempt the mind, affording an inordinate excitement for a time, which is only satisfied by a repetition of the dose. Let us hope that the day is far hence when the youth of Canada will leave "the well of English undefiled," to quaff pernicious draughts of the fountain of the Minerva press. My remarks on prizes in previous years, will apply equally to the present. Our only prize is the consciousness of duty well performed, by regularity of attendance and uniformly kind and courteous conduct, with due care in the preparation and recitation of lessons. Such as merit this distinction, receive a certificate, as highly prized as the guerdons of the ambition of older aspirants. Still, when the heartburnings, and ill feelings in a school, arising too often, *not from the giving of prizes*, but from the undue care in awarding them, are considered, it is perhaps as well that we exclude them. Finally we can look back upon the past year with feelings of thankfulness to God, for his preserving care of our little flocks, and for the measure of success which has attended our efforts. What the future may bring forth, we know not; but we feel that a good foundation has been laid, and hope that the superstructure will not disgrace our good city. We are doing our little to build up the well-being of our young nation—for only amid intelligence and education, can the liberty of free men be acquired, and their rights maintained.

118. *W. Cousens, Esquire, Ottawa.*—Our schools are improving, especially in the east end of the city, where a central school has been established for over a year past—it is a great improvement on the ward system. I give you (below), a comparison of the average daily attendance—shewing the difference as between the attendance at the central, and also at such of the ward schools, yet occupied, during the past year. I take the first quarter of the year.

#### *January.*

Ward School—No.	on the Roll,	576	—average attendance,	393	—68 per cent.
Central School—No.	" "	573	" "	487—86	"

#### *February.*

Ward School—No.	" "	626	" "	367—58	"
Central School—No.	" "	580	" "	459—79	"

#### *March.*

Ward School—No.	" "	658	" "	403—61	"
Central School—No.	" "	631	" "	474—75	"

The total number of all ages entered on the Rolls for 1869, was 2,075; in 1868, the number was 1,803, shewing an increase in favour of 1869, of 272, or about 15 per cent. The average daily attendance for 1869, was 890; for 1868, 806—shewing an increase in favour of 1869, of 84, or 10 per cent. I hope we shall by this time next year, be in a position to shew you a large increase, as we have now (during this month), closed all our ward schools, and have two central schools—one for the east, and the other for the west end of the city, in operation. We have also one primary school each in those sections, as feeders to the central school. It must be very gratifying to all those who wish well to the cause of education, to know, that notwithstanding the buildings just erected for schools in this city have cost a large sum of money, and will add considerably to the school rate, there is no grumbling on the part of ratepayers. All seem proud of being in possession of such excellent institutions, and that our city will not in this respect, stand inferior to any city of the province. The central school in the western half of the city, was built in 1869, and is a two story stone building, measuring 90 by 60 feet, and will cost, when complete, with all necessary furniture, about \$19,000—site \$4,000, together amounting to \$23,000. The central school east, has cost \$16,000. One primary school \$2,000. In all, our schools will have cost us about \$41,000. In answer to the 84th question in our Report, I am happy to have to say, that by a resolution of the Board, the Bible is used as a class book in all our schools.

119. *Joint Board of Grammar and Common School Trustees, London.*—The class-room

accommodation, though still deficient, has been much improved by the erection of a large school house, intermediate between the system of primaries designed for the juvenile classes, and those of a more advanced grade in our central school. This handsome structure, erected and furnished at a cost of nearly \$2,000, was opened for the reception of pupils in the beginning of February last, and was at once filled with 208 scholars. The number of pupils enrolled on the books during the year, has been 280, and the average daily 210. It becomes quite evident that another such building would be required immediately, were we in a condition to do justice to the ratepayers resident in the south part of the city. That the number of scholars entered in the primaries Nos. 1, 3 and 5, is 1,508—the average monthly 828, and the average daily 667; while in Nos. 2, 6 and 7, under corresponding headings, we find only 1,023, 591 and 482 respectively. It will therefore devolve upon the Board, at an early day, to make suitable provision for the reception and teaching of the constantly increasing numbers seeking admission into our schools.

The average salary for the male teachers is \$640 per annum, and for the female \$240. To permit our best qualified teachers to abandon their profession year by year, on account of the small remuneration their services command, is surely a great drawback upon the prosperity of the country. That system of economy must be unsound, by which we now educate at a great expense, in our Provincial Normal School, parties designed to supply the public schools of the Province, with a better class of teachers; and after having trained them for the duties of their profession at the cost of the whole community, to force them, through want of profitable employment, to seek some new field of labour for that talent of which we stand so much in need. The fact, that out of some 5,000 teachers of both sexes employed in the schools of Ontario, there are little more than 600 who hold a Provincial Normal School certificate of any grade, furnishes matter for serious thought and no little regret. What a small part of the teachers who have been trained in this institution within the last twenty years will these 600 represent! And yet of the male teachers who have sought a more remunerative career, most might have been retained in the profession, had the country only been guided by sound views of political economy, and by a spirit of patriotism.

The advance in the price of almost every commodity required in a household, is likely to be of a permanent kind—and therefore teachers should be paid in proportion to this increase in the cost of supporting a family. It will ultimately be the most profitable way for the people of any place, where they desire to see their schools in a flourishing and efficient state, to render their teachers comfortable and contented, so that they may retain their services, avoid frequent changes, and the certainty in these changes, of occasionally engaging teachers who cannot give satisfaction to the Board or the public.

The subject of shortening the time during which the teacher is requested to toil, day by day, has recently received some attention at the hands of the Board. However much people may differ about the length of time during which the more advanced divisions may be confined to the class-room, with their minds engaged in severe study; there can be only one opinion as to the impropriety of keeping the young children, with whom our primaries are mostly filled up, confined in a class-room from 9 in the morning to 4 in the afternoon. This can only result in injuring the health of both teachers and pupils.\*

These class-rooms are too much crowded to be healthy, and the ventilation in some of them, is not so perfect as the laws of health require. As many of our best teachers have suffered from this cause during the year just closed, we invite consideration to this subject, both on account of the health of the children and that of the teachers. We are of opinion, that shorter hours would result in better health, a stronger physical constitution, and equal progress in their studies. That system of education must be deficient in the element of harmony, that bestows a cultivated mind, at the expense of an enfeebled frame or impaired health.

There are six primary schools scattered through the city, situated upon healthy sites, where they are near as possible to the homes of the young children who attend them.

\* It is quite competent for the Board of Trustees to shorten the school hours. The official regulation declares that the school hours shall not exceed six; but they may be three, four, or five, at the discretion of the Board. In Germany and elsewhere, the school hours are getting much shorter—and in some schools part of the day is devoted to the preparatory lesson for the next day, and the pupils are taught how to study.—[Ed. Dept.]

The subjects taught in these, are reading and spelling to the end of the second book of lessons, arithmetic through the simple rules, writing on paper commenced, and the mere outlines of English grammar and geography. The scholars are examined periodically for promotion to the intermediate. As yet there is only one school of this grade, which has been in operation during the present year. It consists of two departments, one for boys and another for girls, and the course is slightly in advance of that of the primaries.

The course embraces reading and spelling, with definitions, in the third book of lessons ; writing; the compound rules of arithmetic ; with the elements of grammar and geography. The last is the central school, to which the pupils are promoted from the intermediate, upon a careful examination in every subject. This institution contains six well graduated divisions for boys, and five for girls. The course consists of reading and spelling, with definitions ; English grammar ; English composition ; history—embracing English, Canadian and Ancient ; drawing, writing and book-keeping ; geography, arithmetic, algebra, mensuration, geometry, natural philosophy and chemistry. To enable the teachers to explain the subjects taught in their respective divisions, a large and valuable assortment of maps, charts, globes, philosophical and chemical apparatus has been provided, the experiments performed with which, are highly interesting and instructive to the students. Into these three grades of schools the pupils are admitted free. The only direct cost to the parent is the price of the books required for classification. The schools are supplied from two sources—the one, an annual grant from the Government ; the other a direct tax upon all the ratable property of the municipality. Every man's property is assessed for the support of these schools, and every man's right to participate in the advantages they bestow, is equal and indefeasible. All pay in proportion to their means, and the children of all meet in our class-rooms on a footing of perfect equality. The idea, therefore, that these are pauper schools is exceedingly erroneous, and such as entertain this opinion ought to discharge their minds of it at once. Our school system may be looked upon as a kind of joint stock affair, from which the less wealthy draw a little more than their share of the direct gain, and the more wealthy receive a full equivalent, though in a less direct form. Every man will admit that property situated in the midst of an intelligent, moral and industrious community, will be enhanced in value. In our estimate of human life, education and self-respect cannot be separated ; and the latter is one of the surest guarantees for an industrious, respectable and useful career.

In addition to the provisions made for giving a sound liberal education in the English branches, there are united with these a Classical and French department in connection with the central school. In the former the course is such as is prescribed by law to qualify students who desire it, to matriculate in any of our Provincial colleges. The Head Master of the Grammar School, the Rev. B. Bayley, A.B., is a thorough scholar, a diligent, conscientious and pains-taking teacher, who has always evinced a deep interest in the progress and welfare of his scholars. The French Department is under the charge of Mr. C. R. Lee, A.B., and is not limited to the course necessary for matriculation, but may be extended to any length to suit the wants of the students, or the pleasure of their parents. These are the only classes in which a fee is charged ; and even here it is merely nominal—being only \$1 50 per term of three months in the Grammar School, and 75 cts. per term in the French classes.

We are happy to be able to report, for the information of our constituents, that the Grammar School has, for the last year, been a self-sustaining institution, notwithstanding the very low fee charged. It has not cost the people of London anything in the way of taxation. A few figures from our financial statement in the appendix, will establish this fact.

The Classical Master reports as follows respecting the Grammar School department : "The total number of pupils on the Roll during the year 1869, amounted to 78, all of whom were learning Latin, and 15 studying Greek. Our average attendance during the first half year was over 40 ; but in consequence, mainly, of our school being closed during the Exhibition week and civic holiday, as well as other accidental circumstances which at times diminished the numbers in our school, it has decreased to less than 36. The subjects studied, have been portions of Homer, Xenophon, Lucian, Cicero, Livy, Virgil, Ovid, Cæsar, together with Harkness' Reader, and Elementary Greek and Latin Books."

TABLE shewing the Annual Increase of Attendance at the City Schools, the amount of Municipal Assessment annually levied for School purposes, and the cost, per Pupil, for Education in each year.

120. *The Reverend James Porter, Local Superintendent, Toronto.*—The attendance at the schools would, I doubt not, have been still larger had it been possible to accommodate all the younger children, for whose admission application has been made. The impossibility of affording such accommodation, without increased outlay for school-rooms and the payment of teachers, presents the principal practical difficulty with which Common School administration in this city has now to contend. Nor is this difficulty confined to Toronto. It exists in larger cities, on a larger scale.

The accommodation at present provided for these Junior Divisions is unquestionably, in several instances lamentably, insufficient. All the newer rooms, indeed, which have been built for their especial use, are large enough for the accommodation of a reasonable number of children; namely, those in Louisa Street, erected in 1859; those in Elizabeth Street, opened in January, 1868; and those in Palace Street opened in September, 1869; but greatly increased accommodation in this respect is urgently needed. Many of these schools have several hundreds more in attendance than they can in any proper sense accommodate. Should all be provided with room, with proper reference to the laws of health and the best opportunities of instruction; should the space allotted to each pupil be equal to that which is given in some other cities, it is evident that we should have many more school edifices, and that this would only supply the present demand, without any reference to the increased attendance from year to year.

The largest average attendance in our schools during 1869, was in April and September, being in each month 3,298. The average of these two months in the Junior Divisions was 1,563 pupils, and, in the Intermediate and Senior Divisions added together, 1,735; so that the pupils in our Junior Divisions if not, as in New York, more than one-half of the whole number in our schools, constitute a very large proportion of that number.

The accommodation at present provided for these Junior Divisions is unquestionably, in several instances, lamentably insufficient.

It was chiefly, though not altogether for this reason, that the half-day system was recommended to the Board, and adopted only last summer, as a temporary expedient, until more ample and suitable accommodation can be provided for the many children who cannot be crowded at one time into our existing school-rooms. This system provides for the attendance at school, of one-half of the pupils in our Junior Divisions in the forenoon, and of the other half in the afternoon. My own observation, and the general testimony of those of our teachers who have been directed to adopt it, have confirmed me in the conviction, previously entertained on the representations of others, that on both sanitary and educational grounds, it has worked beneficially both to pupils and teachers. When the numbers and the work are dealt with on the half day system, the pupils are comparatively fresh and active, the interruptions necessary for the preservation of order and discipline are much less frequent, children do not acquire the habit of apparently enforced vacancy of mind, or that of mere mischievous activity: school is, in a word, a reality and not a pretence; a place for profitable employment, and not one, to a great extent, of mere confinement.

The proper alternative for the half-day system, I respectfully submit, is the provision of increased accommodation in connection with several of our schools for the junior pupils now attending, or whose parents desire that they shall attend the public schools; shorter hours of school attendance, not to exceed two in the forenoon and two in the afternoon, in the case of the youngest pupils; and the employment of more junior teachers.

Fifty little children are, theoretically, considered to be enough for the care of one teacher in our Provincial Model School. Fifty-six pupils are regarded as enough in the Common Schools of the city of Boston. Seventy-five in average attendance, who represent from ninety to a hundred on the register, is the number which, in the exercise of the discretion confided to me by the Board in carrying out the half-day system, I determined as that beyond which the system is urgently required, for the relief of both pupils and teachers in a Junior Division.

The consequence of such a limitation would be, that the names of many children now on our registers would have to be erased, and parents and ratepayers would have just cause to complain of the want of that instruction for their children, which they are taxed to provide. The growth of our city in population, in business, in wealth and gen-

eral prosperity, seems both to require and to warrant an increased expenditure for Common School purposes. The Board has already, in its wisdom, purchased two other school sites,—one in the Ward of St. James and another in the Ward of Saint Andrew; and there is every reason to hope that the supply of school facilities will overtake and keep pace with the demand.

The three usual examinations were held in the course of the year; namely, the Combined Examination of Pupils, selected from each Division of each Department of the several schools; and the Summer and Winter Examinations of all the schools.

The Combined Examination took place, by order of the Board on the recommendation of the Committee on School Management, at the Victoria Street School House, on Monday and Tuesday, the 28th and 29th of June. The examiners were Rev. A. Wickson, LL.D., Head Master of the Toronto Grammar School, and the Rev. John M. King, M.A. As on former similar occasions, the pupils examined were three individuals from each Division of each Department, male and female, of the several schools, selected by their respective teachers for their general proficiency, combined with uniformly good conduct, and approved by the Local Superintendent.

As the County Grammar School is now—under the operation of the Grammar School Law—the Grammar School of the City of Toronto; the affairs of which are administered by the City Council through Trustees whom the Council appoints: the Mayor, on behalf of the Council, was pleased to accept as beneficiaries of the City, seven of the senior pupils of the City Common Schools, who were recommended by the Examiners to receive the special distinction of Grammar School Scholarships, and were nominated accordingly by the Board of Common School Trustees.

Of the three ex-scholars and the ten scholars who remained in the Grammar School till the close of the past year, all but one obtained distinction at the Examination.

It is appropriate to mention here, that a former scholar, Alfred Baker, lately closed an honourable career in the University of Toronto, by gaining the highest distinction offered to undergraduates, viz., a Gold Medal.

On December 15th, the Local Superintendent reported to the Board that he had recently assisted the Rev. Dr. Richardson, in the distribution of the bounty of the late Mr. Jesse Ketchum, in the several City schools which lie on the east of Yonge Street. The value of the books distributed was \$125 79c.

In continuance of their kindness during several years, the Rev. Messrs. Boddy and Baldwin have, at the Park and Victoria Street Schools respectively, supplied religious instruction weekly, throughout the year 1869, to the children of parents of their own communion.

I beg to conclude this Report by recording my conviction that the year just ended, has been one of real, though unostentatious progress in the great work of Elementary Education in this City; by means especially of our Common Schools.

### XLIII. THE TOWNS.

121. *The Reverend George Bell, Clifton.*—No very definite cause for non-attendance can be given. There is, no doubt, indifference and carelessness in some cases: some parents do not wish to send children until they are seven or eight years old. The school house is not used by any denomination for religious instruction. Nearly all the children attend a Sunday School. The revised programme is used by the County Board (Welland), and the questions are printed. The library belongs to the municipality. The school continues in a highly prosperous and satisfactory state. The public examinations, as well as the everyday appearance of the school in all its departments, show that it is well organized, well taught, orderly, and efficient.

122. *The Reverend Robert Torrance, Guelph.*—The school population we return as 1,340, although my impression is that it is greater, but as no school census has been taken for a number of years, I have computed from the total *general* population. During the year, the South and East Ward Schools were removed from the buildings in which formerly they had been taught, and the West Ward Primary School and the Senior Primary, all to one building which the Board has leased. I find great reluctance manifested by the

teachers of Private Schools to give me any information. They look upon it as an unwarrantable prying into their standing, by an institution that is hostile to them.

123. *George Dormer, Esquire, B.A., Separate School, Lindsay.*—Two years ago the children attending the school assembled in an old decayed log house, which has now disappeared, and in its stead there is erected a handsome two-story brick building, capable of accommodating two hundred pupils, in every respect admirably adapted to the purposes for which it was intended, and an ornament to the town itself. The health and comfort of the children have been particularly cared for in the system of heating and ventilating adopted. "Ruttan's" heaters and ventilators are used, and have been found most valuable and at the same time economical, requiring only about one half the quantity of fuel used in the ordinary stove. The school is well supplied with maps, globes, and other apparatus, obtained from the Department, and also with desks of a very substantial and convenient kind, purchased from Messrs. Jacques & Hay, of Toronto. The Trustees are at present engaged in fencing and planking the grounds surrounding the school. Three teachers and a monitor are employed, and when I mention that all the teachers hold Normal School Certificates it will be needless to refer to their efficiency or to the system of instruction. The school is conducted on the "free principle." The sacred Scriptures are read, and the school opens and closes with prayer. Excellent prizes have been obtained from the Department, and their distribution has been found productive of good results. The average attendance is nearly double what it was two years ago, and the school house has already been found too small. To remedy this, and to meet a want felt for a school in which the higher branches of education should be taught, a branch school has been established, at present presided over by an accomplished lady teacher, in which French, music, drawing, &c., are taught in connection with the ordinary course. It is conducted in a hall or large room in a brick building situated in the centre of the town, owned by Thomas Keenan, Esquire, an enterprising and public spirited man, who generously granted a lease of the room to the Trustees for a period of four years without rent. Parents sending children to this branch school, voluntarily contribute to its support beyond the rate on their property. It has proven so successful that several Protestants have availed themselves of the advantages it offers, and one-third of the pupils are Protestant, who are not, of course, required to join in any religious exercises. The nucleus of a school library has been formed, by a choice selection of about two hundred and seventy-two volumes, obtained from, and made by the Department, and it is the intention of the Trustees to add to this library every year. They desire me to express to you their thanks for the excellent selection of books you made for them, and to say that they have reason to believe that they have received good value for their money, and they are quite satisfied the terms offered by the Department of one hundred per cent. on the remittance have been fairly and *bona fide* carried out. A motion to this effect has been recorded in their books. I am happy to be able to say that the Board is composed of intelligent, energetic, and practical men, who have "put their shoulders to the wheel," and have, in the course of less than two years, accomplished a great work, the beneficial results of which are already felt and will be of a lasting nature. They, as well as the Superintendent, are deeply indebted to the Reverend Mr. Stafford, the parish priest, for his able assistance and guidance. Indeed, the success of the undertaking is mainly due to his practical mind and zeal in the cause of education. The work done was not, of course, effected without the "sinews of war," and being unable to invoke the aid of the Municipal Council in the same manner as Common School Trustees, an appeal was made to the public who liberally responded to the call. When the proposed fence is completed about five thousand dollars will have been expended, exclusive of salaries to teachers, which amount to one thousand one hundred and fifty dollars per annum. The school is out of debt, and a handsome balance of six hundred dollars is on hand for further improvements. The *Journal of Education* is received and read by the Trustees and teachers. Before closing this Report I beg to record my expression of regret that your proposed Amendments to the School Law were not passed by the Legislature, believing, as I do, that they would have been of great benefit to the schools of the country, for reasons which I could not give without extending the report to too great a length.

124. *Thomas Henderson, Esquire, Paris.*—The prosperity of the Paris schools is steadily increasing. The attendance has been perceptibly advancing during the past three

years. A considerable number of pupils from the surrounding country are under instruction in various departments. The fact that, during the past two years, the salaries of all the teachers have been liberally increased, may be taken as an indication of growing interest in education, and of satisfaction with our excellent staff of teachers. A school library is established, and conducted according to law. It is open to the public, but, owing to the existence of a very excellent library, belonging to the Mechanics' Institute, is not made use of to the extent it perhaps otherwise would be. Pupils receive, as rewards for diligence and good conduct, certificates of promotion to a higher division in the school. They receive as punishment, when necessary, written impositions, and more rarely corporal punishment.

125. *Alexander Bartlett, Esquire, Secretary Board of School Trustees, Windsor.*—I think I may report that our schools are progressing, and that more care and attention is being paid to schools in the community, than at any former period of the history of the Common Schools of this town. The Common School tax is cheerfully paid, and many even urge us to a greater expenditure. If we could only procure from the Dominion Government a release of the four acre park in the centre of the town, on which temporary barracks are at present erected, the Board would at once erect a large and commodious central school, which would greatly facilitate the advancement of the educational interests of the town. Our Grammar School, which is united with the Common School, is doing well this year, and should its success continue, we will have to procure an assistant teacher. I think there is more real work being done in the Grammar School at the present time, than has ever been since its organization. It is true that there may only be one or two, or it may be half a dozen, of the scholars that will ever follow any of the learned professions; yet I consider the mental training some of them are now receiving, will be very advantageous to them in whatever branch of business or avocation they may choose ultimately to engage. It was a matter of regret to many of us that the Grammar and Common School Bills were withdrawn: for many of the provisions of the Common School Bill are much needed in this County, and the Grammar School Bill was just the thing we wanted, as many parents are averse to their children learning the classics, yet want them to enjoy a much higher education than the Common School affords. Our Board of Public Instruction for the County, as I stated in a former report, is a mere farce, in so far as the majority of its members know anything about examining teachers, and they are often a great stumbling-block in the way of doing impartial justice to persons being examined. A Township Superintendent may not be able to construct, or even spell out a sentence in English, but his vote at the County Board is as good as a man with a university education. I took the trouble in January, at the meeting of the County Council, to represent the matter to that body, and suggested the appointment of one or two competent persons as Superintendents for the whole County. Whether my suggestions will have any practical effect, I am unable to say; but some of the members thoroughly coincided with my views, and promised to take the matter into consideration next year.

#### XLIV.—THE VILLAGES.

126. *A. Dingwall Fordyce, Esquire, Fergus.*—The schools continued under the same teachers during 1869, a fact which, in my opinion, speaks very highly for their ability and persevering attention for a good many years to the same routine of work in the schools here. An assistant has likewise been employed in the Primary department, which has permitted of more advancement on the part of the older pupils of that school than could have been effected otherwise. The Board of Trustees have planted shade trees round the school enclosure, and are considerate in the way of any requisite improvement. The library is, for the most part, taken advantage of by the scholars, and the books that are read have been read over and over so often, that I hope application may soon be made for an additional supply of improving and interesting works. The male teacher, or head master, has a general oversight of the three schools, and the other teachers are permitted to refer to him on the occurrence of any difficulty (with scholars) which they are put to trouble with. Another private school has been carried on since September, besides that reported last year. Altogether, the Common Schools here, are I believe, in a very satisfactory con-

dition; and such as to prove creditable in their results to the teachers, and highly beneficial to the scholars who are kept steadily at them.

127. *James P. Phin, Esquire, Hespeler.*—Non-attendance of children at school, is chiefly owing to the fact that they are employed in the factories. The regulations laid down with respect to religious instruction are not observed—for the reason of the existence of a large Roman Catholic element, among whom it would engender bad feelings. The revised programme for County Board examinations is used, and the questions are printed. There is no Library in connection with the school. Prizes have not been distributed in the school during the year. With regard to the condition of the school at present, I would observe that it is most satisfactory. There has been much progress made during the year, and the teachers have been remarkably industrious.

128. *The Reverend Chr. F. Spring, New Hamburg.*—*Non-Attendance of Children at School.*—In reference to this we have nothing to complain, for all our children attend school, even those who are the offspring of the poorest parents. The general regulations in regard to religious instruction are not followed, because the pupils belong to too many different denominations; but the Lutheran children get their religious instruction by their minister in the church every Saturday forenoon. Except that, the other denominations have religious instruction in their Sunday Schools. The revised programme for County Board examinations is observed, and the examination questions are printed. In the municipality of New Hamburg we have no library, but I will urge the Trustees to establish one. A well selected library cannot fail to have a good influence upon the pupils. The distributions of prizes have exerted a very good influence.

129. *The Reverend W. M. Roger, M.A., Petrolia.*—The cause of non-attendance on the part of so many children of school age in this village, is in many cases the carelessness of the parents, and sometimes their cupidity in requiring work of their children when they should be and might be at school. Another reason is the fluctuating character of the population here; many having recently come to the place, or expecting soon to go, feel quite unsettled and, under the circumstances, indisposed to go to the expense of a set of school books, and the trouble of sending their children for the short time they may remain. Nothing but a *compulsory law* will reach these various classes. As to religious instruction, nothing is done at the school beyond the reading of Scripture, and prayer at the opening and closing. The various denominations seem quite satisfied with the opportunities afforded for this purpose, at home and in the Sabbath School. We have no School or other Public Library here as yet. The *Journal of Education* is regularly received, and I believe read with interest and profit. Some \$60 or \$70 worth of prizes were distributed, competitively for the most part, in the school at the Christmas examinations. The effect I believe to be eminently good, encouraging and stimulating the scholars, and rendering the associations of school life pleasant and profitable.

130. *The Reverend Francis W. Dobbs, Portsmouth.*—I am happy to report a continued progress in our Village Schools. A large number of books were distributed at the Christmas examination, owing in a great measure to the exertions of our excellent teacher, Dr. Agnew, in obtaining subscriptions for that purpose. A very large attendance at the school examinations, and at the distribution of prizes in our Town Hall, marked the increasing interest taken in the cause of education. The addition to our school house has proved a great benefit, and the Trustees have the satisfaction of seeing their labors crowned with success, in the healthy condition of both male and female departments. There has been no change of teachers, which tends much to the best interests of the school. The usual regulations are attended to in the general management.

131. *N. McKinnon, Esquire, Wardsville.*—The people of Wardsville take considerable interest in the school, and are desirous of seeing it efficiently conducted. There is a Board of Trustees composed mainly, if not entirely, of intelligent, active and public-spirited men; and under their supervision the school is prosperous. I am not able to give any definite account of the cause of non-attendance. I am not aware that any specific causes exist here but the indifference of parents. The regulations in regard to religious instruction, that afford an opportunity for clergymen, are not followed. A portion of Scripture is read daily, and prayer is offered up, and the pupils are made to commit the ten commandments to memory, and to repeat them once in one or two weeks. There is no other

provision made for religious instruction. The revised programme for County Board examinations is observed, and at last examination the questions were in print, and as long as the Board shall consist of its present members, I have no doubt the questions will be printed, and other measures also will be adopted to raise the standard of education in this vicinity. There is no library, and no prizes were given last year; I have therefore nothing to say on the influence of either. I regret that there is no library. I have spoken about it on different occasions, but no steps have, as yet, been taken to secure one.

APPENDIX E.—Apportionment of the Grammar School Fund for the first half of 1870.

## APPENDIX F.

APPORTIONMENT OF THE LEGISLATIVE SCHOOL GRANT, TO  
COMMON SCHOOLS IN ONTARIO, FOR 1870.CIRCULAR TO THE CLERK OF EACH COUNTY, CITY, TOWN AND VILLAGE MUNICIPALITY  
IN THE PROVINCE OF ONTARIO.

SIR,—I have the honour to transmit herewith, a certified copy of the apportionment for the current year, of the Legislative School Grant to each City, Town, Village, and Township in Ontario.

The basis of apportionment to the several Municipalities for this year is the School population as reported by the Local Superintendents for 1869, as revised on comparison with previous returns. The total amount available for apportionment is the same as last year, but the large increase of population in some Townships has necessitated an increased grant, while the more stationary localities receive less.

Where Roman Catholic Separate Schools exist, the sum apportioned to the Municipality has been divided between the Common and Separate Schools therein, according to the average attendance of pupils at both classes of Schools during last year, as reported and certified by the Trustees.

The grants will be paid by the Hon. the Provincial Treasurer on the certificate of the Chief Superintendent. These certificates will be issued on or about 30th June, in favour of those Municipalities which have sent in, duly audited school accounts and Local Superintendents' reports to this office.

I trust that the liberality of your Council will be increased, in proportion to the growing necessity and importance of providing for the sound and thorough education of all the youth of the land.

I am, Sir, your obedient servant,

E. RYERSON.

EDUCATION OFFICE,

Toronto, 30th May, 1870.

## APPORTIONMENT TO COUNTIES FOR 1870.

## 1. COUNTY OF GLENGARRY.

Townships.	Apportionment.
Charlottenburgh .....	\$598 00
do for Separate Schools .....	\$97 00
Kenyon .....	547 00
Lancaster .....	388 00
do for Separate Schools .....	\$44 00
Lochiel .....	455 00
do for Separate Schools .....	\$110 00
	\$251 00
Total for County, \$2,239 00.	\$1988 00

## 2. COUNTY OF STORMONT.

Cornwall .....	\$565 00
Finch .....	299 00
Osnabruck .....	662 00
Roxborough .....	346 00

\$1872 00

## 3. COUNTY OF DUNDAS.

Township.	Apportionment.
Matilda .....	\$572 00
Mountain .....	432 00
Williamsburgh .....	536 00
Winchester .....	547 00

\$2087 00

## 4. COUNTY OF PRESCOTT.

Alfred .....	\$169 00
Caledonia .....	119 00
Hawkesbury, East .....	308 00
do for Separate Schools .....	\$139 00
do West .....	248 00
Longueuil .....	191 00
Plantagenet, North .....	267 00
do for Separate Schools .....	\$17 00
do South .....	140 00

\$156 00 \$1442 00

Total for County, \$1,598 00.

## 5. COUNTY OF RUSSELL.

Township.	Apportionment.
Cambridge .....	\$50 00
Clarence .....	266 00
Cumberland .....	331 00
Russell .....	238 00
	\$885 00

## 6. COUNTY OF CARLETON.

Fitzroy .....	\$342 00
Gloucester.....	454 00
do for Separate Schools.....	\$28 00
Goulburn .....	356 00
Gower, North .....	302 00
Huntley .....	320 00
March .....	169 00
Marlborough .....	272 00
do for Separate Schools.....	\$23 00
Nepean .....	401 00
do for Separate School.....	\$39 00
Osgoode .....	438 00
do for Separate School.....	\$34 00
Torbolton .....	97 00
	\$124 00 \$3151 00

Total for County, \$3,275 00.

## 7. COUNTY OF GRENVILLE.

Augusta .....	\$576 00
Edwardsburgh.....	601 00
do for Separate School.....	\$29 00
Gower, South .....	140 00
Oxford on Rideau .....	497 00
do for Separate Schools .....	\$14 00
Wolford.....	288 00
	\$43 00 \$2102 00

Total for County, \$2,145 00.

## 8. COUNTY OF LEEDS.

Bastard and Burgess, South .....	\$522 00
Crosby, North.....	263 00
Crosby, South .....	260 00
Elizabethtown.....	612 00
Elmsley, South .....	175 00
Escott, Front .....	169 00
Kitley .....	353 00
do for Separate Schools .....	\$7 00
Leeds and Lansdowne, Front .....	380 00
do do Rear .....	270 00
Yonge, Front .....	216 00
Yonge and Escott, Rear .....	225 00
do for Separate Schools .....	\$5 00
	\$12 00 \$3445 00

Total for County, \$3,457 00.

## 9. COUNTY OF LANARK.

Bathurst .....	\$349 00
Beckwith .....	299 00
Burgess, North .....	162 00
Dalhousie .....	189 00
do for Separate School .....	\$13 00
Darling .....	97 00
Drummond .....	288 00

## COUNTY OF LANARK—(Continued).

Township.	Apportionment.
Elmsley, North .....	\$148 00
Lanark .....	252 00
Lavant .....	32 00
Montague .....	374 00
Pakenham .....	238 00
Ramsay .....	518 00
Sherbrooke, North .....	47 00
do South .....	72 00
	\$13 00 \$3115 00

Total for County, \$3,128.

## 10. COUNTY OF RENFREW.

Admaston .....	\$274 00
Algoma .....	76 00
Alice .....	108 00
Bagot and Blithfield .....	151 00
Brougham .....	47 00
Bromley .....	158 00
Brudenell, Raglan, and Radcliffe .....	108 00
Grattan .....	138 00
do for Separate Schools .....	\$53 00
Griffith .....	18 00
Horton .....	160 00
McNab .....	295 00
Matawachan .....	14 00
Pembroke .....	56 00
do for Separate Schools .....	\$27 00
Petewawa, Buchanan, and McKay .....	47 00
Rolph and Wylie .....	40 00
Ross .....	194 00
Sebastopol .....	65 00
Stafford .....	108 00
Westmeath .....	349 00
Wilberforce .....	245 00
	\$80 00 \$2651 00

Total for County, \$2,731.

## 11. COUNTY OF FRONTENAC.

Barrie .....	\$36 00
Bedford .....	118 00
do for Separate School .....	\$32 00
Clarendon .....	14 00
Hinchinbroke .....	83 00
Kennebec .....	112 00
Kingston .....	435 00
do for Separate School .....	\$25 00
Loughborough .....	288 00
Miller .....	11 00
Olden .....	68 00
Oso .....	65 00
Palmerston .....	43 00
Pittsburgh .....	454 00
Portland .....	302 00
Storrington .....	367 00
Wolfe Island .....	325 00
do for Separate Schools .....	\$82 00
	\$139 00 \$2721 00

Total for County, \$2,860.

## 12. COUNTY OF ADDINGTON.

Amherst Island .....	\$115 00
Anglesea and Kaladar .....	104 00

## COUNTY OF ADDINGTON—(Continued).

Township.	Apportionment.
Camden, East .....	\$678 00
do for Separate School.....	\$20 00
Denbigh and Abinger .....	40 00
Ernestown .....	457 00
Sheffield .....	275 00
do for Separate School.....	\$53 00
	<hr/>
Total for County, \$1,742.	\$73 00 \$1669 00

## 13. COUNTY OF LENNOX.

Adolphustown .....	\$76 00
Fredericksburgh, North .....	176 00
do South .....	162 00
Richmond .....	433 00
	<hr/>
	\$850 00

## 14. COUNTY OF PRINCE EDWARD.

Ameliasburgh .....	\$351 00
Athol .....	200 00
Hallowell .....	364 00
Hillier .....	223 00
Marysburgh .....	443 00
Sophiasburgh .....	284 00
	<hr/>
	\$1865 00

## 15. COUNTY OF HASTINGS.

Elzevir .....	\$135 00
do for Separate Schools .....	\$9 00
Hungerford .....	523 00
do for Separate School .....	\$10 00
Huntingdon .....	353 00
Madoc .....	464 00
Marmora and Lake .....	180 00
Rawdon .....	446 00
Sidney .....	529 00
Thurlow .....	486 00
Tudor .....	58 00
Tyendinaga .....	824 00
do for Separate Schools .....	\$15 00
	<hr/>
Total for County, \$4,032.	\$34 00 \$3998 00

## 16. COUNTY OF NORTHUMBERLAND.

Alnwick .....	\$140 00
Brighton .....	425 00
do for Separate Schools .....	\$21 00
Cramahé .....	450 00
Haldimand .....	695 00
do for Separate Schools .....	\$32 00
Hamilton .....	648 00
Monaghan, South .....	162 00
Murray .....	468 00
Percy .....	397 00
do for Separate School .....	\$31 00
Seymour .....	489 00
do for Separate School .....	\$8 00
	<hr/>
Total for County, \$3,966.	\$92 00 \$3874 00

## 17. COUNTY OF DURHAM.

Township.	Apportionment.
Cartwright .....	\$342 00
Cavan .....	583 00
Clarke .....	677 00
Darlington .....	702 00
Hope .....	605 00
Manvers .....	497 00
	<hr/>
	\$3406 00

## 18. COUNTY OF PETERBOROUGH.

Asphodel .....	\$360 00
do for Separate Schools .....	\$25 00
Belmont and Methuen .....	166 00
Burleigh .....	76 00
Cardiff .....	—
Chandos .....	12 00
Douro .....	364 00
Dummer .....	248 00
Dysart .....	36 00
Ennismore .....	144 00
Galway .....	94 00
Harvey .....	43 00
Minden .....	83 00
Monaghan, North .....	137 00
Otonabee .....	413 00
do for Separate School .....	\$27 00
Smith .....	367 00
Snowdon .....	50 00
Stanhope .....	10 00
	<hr/>
Total for County, \$2,655.	\$52 00 \$2603 00

## 19. COUNTY OF VICTORIA.

Anson .....	\$40 00
Bexley .....	47 00
Carden .....	101 00
Draper, Stephenson, Ryde, and Oakley .....	43 00
Eldon .....	295 00
Emily .....	493 00
Fenelon .....	378 00
Laxton and Digby .....	83 00
Lutterworth .....	22 00
Macaulay .....	22 00
Mariposa .....	684 00
Ops .....	439 00
Somerville .....	86 00
Verulam .....	274 00
	<hr/>
	\$3011 00

## 20. COUNTY OF ONTARIO.

Brock .....	\$590 00
Mara and Rama .....	309 00
do for Separate School .....	\$11 00
Pickering .....	896 00
Reach .....	792 00
Scott .....	338 00
Scugog Island .....	83 00
Thorah .....	205 00
Uxbridge .....	554 00
Whitby, East .....	378 00
do West .....	331 00
	<hr/>
Total for County, \$4,487.	\$11 00 \$4476 00

## 21. COUNTY OF YORK.

Township.	Apportionment.
Etobicoke .....	\$338 00
do for Separate School.....	\$15 00
Georgina .....	216 00
Gwillimbury, East .....	421 00
do North .....	245 00
King .....	904 00
Markham .....	868 00
Scarborough .....	504 00
Vaughan .....	868 00
Whitchurch .....	612 00
York .....	862 00
do for Separate Schools.....	\$157 00
	\$172 00 \$5838 00
Total for County, \$6,010.	

## 22. COUNTY OF PEEL.

Albion .....	\$497 00
Caledon .....	601 00
Chinguacousy .....	677 00
Gore of Toronto .....	131 00
do for Separate School.....	\$17 00
Toronto .....	677 00
	\$17 00 \$2583 00
Total for County, \$2,600.	

## 23. COUNTY OF SIMCOE.

Adjala .....	\$320 00
Essa .....	490 00
Flos .....	180 00
Gwillimbury, West .....	367 00
Innisfil .....	663 00
do for Separate School.....	\$7 00
Medonte .....	300 00
Mono .....	511 00
Monck .....	44 00
Morrison .....	61 00
Muskoka .....	25 00
Mulmur .....	338 00
Nottawasaga .....	608 00
Orillia and Matchedash .....	134 00
do for Separate School.....	\$17 00
Oro .....	472 00
Sunnidale .....	162 00
Tay .....	112 00
Tiny .....	245 00
Tecumseth .....	472 00
Tottenham .....	191 00
Vespa .....	179 00
do for Separate Schools .....	\$12 00
	\$36 00 \$5874 00
Total for County, \$5,910.	

## 24. COUNTY OF HALTON.

Esquesing .....	\$659 00
Nassagaweya .....	335 00
Nelson .....	468 00
Trafalgar .....	529 00
	\$1991 00

## 25. COUNTY OF WENTWORTH.

Ancaster .....	\$478 00
Barton .....	266 00
Beverley .....	666 00

## COUNTY OF WENTWORTH—(Continued).

Township.	Apportionment.
Binbrook .....	\$216 00
Flamborough, East.....	428 00
do for Separate School.....	\$22 00
do West .....	402 00
do for Separate School.....	\$30 00
Glanford .....	245 00
Saltfleet .....	299 00
	\$52 00 \$3000 00
Total for County, \$3,052.	

## 26. COUNTY OF BRANT.

Brantford .....	\$662 00
Burford .....	736 00
Dumfries, South .....	367 00
Oakland .....	130 00
Onondaga .....	209 00
	\$2124 00

## 27. COUNTY OF LINCOLN.

Caistor .....	\$223 00
Clinton .....	277 00
Gainsborough .....	331 00
Grantham .....	406 00
do for Separate School.....	\$37 00
Grimsby .....	306 00
Louth .....	209 00
Niagara .....	227 00
	\$37 00 \$1979 00
Total for County, \$2,016.	

## 28. COUNTY OF WELLAND.

Bertie .....	\$274 00
Crowland .....	155 00
Humberstone .....	286 00
do for Separate School.....	\$56 00
Pelham .....	266 00
Stamford .....	266 00
do for Separate School.....	\$40 00
Thorold .....	252 00
Wainfleet .....	284 00
Willoughby .....	111 00
do for Separate School .....	\$9 00
	\$105 00 \$1894 00
Total for County, \$1,999.	

## 29. COUNTY OF HALDIMAND.

Canborough .....	\$133 00
Cayuga, North .....	216 00
do South .....	115 00
Dunn .....	119 00
Moulton and Sherbrooke .....	209 00
Oneida .....	297 00
do for Separate School.....	\$27 00
Rainham .....	234 00
Seneca .....	403 00
Walpole .....	646 00
do for Separate School .....	\$13 00
	\$40 00 \$2372 00
Total for County, \$2,412.	

## 30. COUNTY OF NORFOLK.

Township.	Apportionment.
Charlotteville	\$425 00
Houghton	263 00
Middleton	378 00
Townsend	666 00
Walsingham	547 00
Windham	502 00
do for Separate School	\$27 00
Woodhouse	428 00
Total for County,	\$3,236.
	\$27 00 \$3209 00

## 31. COUNTY OF OXFORD.

Township.	Apportionment.
Blanford	\$220 00
Blenheim	792 00
Dereham	655 00
Nissouri, East	508 00
Norwich, North	371 00
do South	288 00
Oxford, North	184 00
do East	284 00
do West	324 00
Zorra, East	540 00
do West	382 00
	\$4548 00

## 32. COUNTY OF WATERLOO.

Township.	Apportionment.
Dumfries, North	\$410 00
Waterloo	943 00
Wellesley	624 00
do for Separate Schools	\$92 00
Wilmot	571 00
do for Separate Schools	\$59 00
Woolwich	648 00
Total for County,	\$3,347.
	\$151 00 \$3196 00

## 33. COUNTY OF WELLINGTON.

Township.	Apportionment.
Arthur	\$216 00
do for Separate Schools	\$152 00
Ermosa	302 00
Elgin	439 00
Garafraxa, East	659 00
do West	328 00
Guelph	335 00
Luther	302 00
Maryborough	180 00
Minto	540 00
Nichol	472 00
do for Separate School	\$22 00
Peel	288 00
do for Separate School	\$107 00
Pilkington	631 00
do for Separate School	\$31 00
Puslinch	583 00
Total for County,	\$5,840.
	\$312 00 \$5528 00

## 34. COUNTY OF GREY.

Township.	Apportionment.
Artemesia	\$426 00
do for Separate School	\$13 00

## COUNTY OF GREY—(Continued).

Township.	Apportionment.
Bentinck	\$587 00
Collingwood	374 00
Derby	234 00
Egremont	418 00
Euphrasia	302 00
Glenelg	408 00
do for Separate School	\$82 00
Holland	383 00
do for Separate School	\$31 00
Keppel, Sarawak, and Brooke	187 00
Melancthon	224 00
do for Separate School	\$21 00
Normanby	552 00
do for Separate School	\$31 00
Osprey	396 00
Proton	210 00
do for Separate School	\$35 00
St. Vincent	551 00
Sullivan	264 00
do for Separate School	\$6 00
Sydenham	440 00
do for Separate School	\$21 00
Total for County,	\$6,196.
	\$240 00 \$5956 00

## 35. COUNTY OF PERTH.

Township.	Apportionment.
Blanchard	\$450 00
Downie	418 00
do for Separate School	\$54 00
Easthope, North	338 00
do South	284 00
Ellice	281 00
do for Separate School	\$11 00
Elma	378 00
Fullarton	353 00
Hibbert	436 00
Logan	302 00
Mornington	468 00
do for Separate School	\$14 00
Wallace	414 00
	\$79 00 \$4122 00

Total for County, \$4,201.

## 36. COUNTY OF HURON.

Township.	Apportionment.
Ashfield	\$490 00
Colborne	252 00
Goderich	443 00
Grey	461 00
Hay	529 00
Howick	529 00
Hullett	432 00
do for Separate School	\$22 00
McKillop	490 00
Morris	414 00
Stanley	454 00
Stephen	403 00
do for Separate School	\$11 00
Tuckersmith	493 00
Turnberry	338 00
Usborne	497 00
Wawanosh, East	320 00
do West	251 00
do for Separate School	\$19 00
	\$52 00 \$6796 00

Total for County, \$6,848.

## 37. COUNTY OF BRUCE.

Township.	Apportionment.
Albemarie and Amabel.....	\$112 00
Arran.....	490 00
Brant.....	605 00
Bruce.....	378 00
Carrick.....	576 00
do for Separate School.....	\$29 00
Culross.....	414 00
Elderslie.....	346 00
Greenock.....	276 00
do for Separate School.....	\$26 00
Huron.....	378 00
Kincardine.....	490 00
Kinloss.....	338 00
Saugeen.....	274 00
Total for County, \$4,732.	\$55 00 \$4677 00

## 38. COUNTY OF MIDDLESEX.

Adelaide.....	\$356 00
Biddulph.....	455 00
do for Separate School.....	\$42 00
Caradoc.....	529 00
Delaware.....	202 00
Dorchester, North.....	544 00
Ekfrid.....	324 00
Lobo.....	364 00
London.....	1127 00
McGillivray.....	571 00
do for Separate School.....	\$16 00
Metcalfe.....	274 00
Mosa.....	378 00
Nissouri, West.....	414 00
Westminster.....	604 00
do for Separate School.....	\$16 00
Williams, East.....	292 00
do West.....	299 00
do for Separate School.....	\$86 00
Total for County, \$6,893.	\$160 00 \$6733 00

## 39. COUNTY OF ELGIN.

Aldborough.....	\$502 00
Bayham.....	515 00
Dorchester, South.....	234 00
Dunwich.....	400 00
Malahide.....	569 00
Southwold.....	605 00
Yarmouth.....	634 00
	\$3259 00

## 40. COUNTY OF KENT.

Township.	Apportionment.
Camden and Gore.....	\$367 00
Chatham and Gore.....	407 00
Dover, East and West.....	288 00
Harwich.....	541 00
do for Separate Schools.....	\$24 00
Howard.....	470 00
do for Separate School.....	\$20 00
Orford.....	295 00
Raleigh.....	375 00
do for Separate School.....	\$111 00
Romney.....	76 00
Tilbury, East.....	169 00
Zone.....	104 00
Total for County, \$3,247.	\$155 00 \$3092 00

## 41. COUNTY OF LAMBTON.

Bosanquet.....	\$490 00
Brooke.....	288 00
Dawn.....	112 00
Enniskillen.....	148 00
Euphemia.....	252 00
Moore.....	432 00
do for Separate School.....	\$22 00
Plympton.....	529 00
Sarnia.....	302 00
Sombra.....	211 00
do for Separate School.....	\$34 00
Warwick.....	439 00
Total for County, \$3,259.	\$56 00 \$3203 00

## 42. COUNTY OF ESSEX.

Anderdon.....	\$130 00
do for Separate School.....	\$36 00
Colchester.....	277 00
Gosfield.....	310 00
Maidstone.....	209 00
Malden.....	180 00
Mersea.....	324 00
Rochester.....	194 00
Sandwich, East.....	302 00
do West.....	234 00
Tilbury, West.....	212 00
Total for County, \$2,408.	\$36 00 \$2372 00

## APPORTIONMENT TO CITIES, TOWNS, AND VILLAGES FOR 1870.

CITIES.	Common Schools.	R. C. Separate Schools.	Total.	VILLAGES.	Common School.	R. C. Separate School.	Total.
	\$ cts.	\$ cts.	\$ cts.		\$ cts.	\$ cts.	\$ cts.
Hamilton .....	1585 00	405 00	1990 00	Arnprior .....	140 00	.....	140 00
Kingston .....	943 00	363 00	1306 00	Ashburnham .....	120 00	.....	120 00
London .....	1268 00	229 00	1497 00	Aurora .....	129 00	.....	129 00
Ottawa .....	759 00	789 00	1548 00	Bath .....	60 00	.....	60 00
Toronto .....	2748 00	1702 00	4450 00	Bradford .....	120 00	.....	120 00
	7303 00	3488 00	10791 00	Brampton .....	176 00	.....	176 00
TOWNS.				Brighton .....	122 00	.....	122 00
Amherstburgh .....	135 00	92 00	227 00	Caledonia .....	108 00	.....	108 00
Barrie .....	162 00	65 00	227 00	Cayuga .....	86 00	.....	86 00
Belleville .....	456 00	210 00	666 00	Chippawa .....	112 00	21 00	133 00
Berlin .....	244 00	33 00	277 00	Clinton .....	176 00	.....	176 00
Bothwell .....	130 00	.....	130 00	Colborne .....	86 00	.....	86 00
Bowmanville .....	270 00	.....	270 00	Dunnville .....	160 00	.....	160 00
Brantford .....	620 00	100 00	720 00	Elora .....	161 00	33 00	194 00
Brookville .....	303 00	93 00	396 00	Embro .....	68 00	.....	68 00
Chatham .....	445 00	.....	445 00	Fergus .....	139 00	19 00	158 00
Clifton .....	95 00	49 00	144 00	Fort Erie .....	97 00	.....	97 00
Cobourg .....	322 00	108 00	430 00	Gananoque .....	170 00	.....	170 00
Collingwood .....	198 00	.....	198 00	Garden Island .....	60 00	.....	60 00
Cornwall .....	191 00	.....	191 00	Georgetown .....	162 00	.....	162 00
Dundas .....	203 00	89 00	292 00	Hawkesbury .....	115 00	.....	115 00
Galt .....	360 00	.....	360 00	Hespeler .....	122 00	.....	122 00
Goderich .....	350 00	.....	350 00	Holland Landing .....	75 00	.....	75 00
Guelph .....	420 00	156 00	576 00	Iroquois .....	72 00	.....	72 00
Ingersoll .....	271 00	60 00	331 00	Kemptville .....	126 00	.....	126 00
Lindsay .....	183 00	123 00	306 00	Kincardine .....	180 00	.....	180 00
Milton .....	97 00	.....	97 00	Lanark .....	82 00	.....	82 00
Napanee .....	193 00	30 00	223 00	Listowel .....	126 00	.....	126 00
Niagara .....	119 00	61 00	180 00	Merrickville .....	104 00	.....	104 00
Oakville .....	113 00	56 00	169 00	Mitchell .....	190 00	.....	190 00
Owen Sound .....	306 00	.....	306 00	Morrisburgh .....	122 00	.....	122 00
Paris .....	211 00	54 00	265 00	Mount Forest .....	131 00	13 00	144 00
Perth .....	175 00	66 00	241 00	Newburgh .....	95 00	.....	95 00
Peterborough .....	276 00	139 00	415 00	Newcastle .....	80 00	.....	80 00
Picton .....	155 00	65 00	220 00	New Edinburgh .....	50 00	.....	50 00
Port Hope .....	400 00	.....	400 00	New Hamburg .....	115 00	.....	115 00
Prescott .....	123 00	107 00	230 00	Newmarket .....	127 00	38 00	165 00
Sandwich .....	144 00	.....	144 00	Oil Springs .....	129 00	.....	129 00
Sarnia .....	234 00	.....	234 00	Orangeville .....	90 00	.....	90 00
St. Catharines .....	438 00	312 00	750 00	Orillia .....	133 00	.....	133 00
St. Mary's .....	282 00	58 00	340 00	Oshawa .....	226 00	49 00	275 00
St. Thomas .....	180 00	.....	180 00	Pembroke .....	55 00	35 00	90 00
Simcoe .....	155 00	15 00	170 00	Petrolia .....	181 00	.....	151 00
Stratford .....	273 00	67 00	340 00	Portsmouth .....	86 00	36 00	122 00
Whitby .....	234 00	61 00	295 00	Port Colborne .....	72 00	.....	72 00
Windsor .....	350 00	.....	350 00	Port Dalhousie .....	122 00	.....	122 00
Woodstock .....	396 00	.....	396 00	Preston .....	110 00	30 00	140 00
	10212 00	2269 00	12481 00	Renfrew .....	61 00	.....	61 00
				Richmond .....	54 00	.....	54 00
				Seaforth .....	140 00	.....	140 00
				Smith's Falls .....	78 00	32 00	110 00
				Southampton .....	97 00	.....	97 00
				Stirling .....	82 00	.....	82 00
				Stratroy .....	180 00	.....	180 00
				Streeterville .....	72 00	.....	72 00
				Thorold .....	151 00	50 00	201 00
				Trenton .....	131 00	77 00	208 00
				Vienna .....	86 00	.....	86 00
				Wardsville .....	72 00	.....	72 00
				Waterloo .....	165 00	.....	165 00
				Welland .....	111 00	.....	111 00
				Wellington .....	54 00	.....	54 00
				Yorkville .....	180 00	.....	180 00
					7252 00	433 00	7685 00

## SUMMARY OF APPORTIONMENT TO COUNTIES, 1870.

COUNTIES.	Common School.	R. C. Separate Schools.	Total.		COUNTIES.	Common Schools.	R. C. Separate Schools.	Total.
1. Glengarry .....	1988 00	251 00	2239 00	23. Simcoe .....	5874 00	36 00	5910 00	
2. Stormont .....	1872 00	.....	1872 00	24. Halton .....	1991 00	.....	1991 00	
3. Dundas .....	2087 00	.....	2087 00	25. Wentworth .....	3000 00	52 00	3052 00	
4. Prescott .....	1442 00	156 00	1598 00	26. Brant .....	2124 00	.....	2124 00	
5. Russell .....	885 00	.....	885 00	27. Lincoln .....	1979 00	37 00	2016 00	
6. Carleton .....	3151 00	124 00	3275 00	28. Welland .....	1894 00	105 00	1999 00	
7. Grenville .....	2102 00	43 00	2145 00	29. Haldimand .....	2372 00	40 00	2412 00	
8. Leeds .....	3445 00	12 00	3457 00	30. Norfolk .....	3209 00	27 00	3236 00	
9. Lanark .....	3115 00	13 00	3128 00	31. Oxford .....	4548 00	.....	4548 00	
10. Renfrew .....	2651 00	80 00	2731 00	32. Waterloo .....	3196 00	151 00	3347 00	
11. Frontenac .....	2721 00	139 00	2860 00	33. Wellington .....	5528 00	312 00	5840 00	
12. Addington .....	1669 00	73 00	1742 00	34. Grey .....	5956 00	240 00	6196 00	
13. Lennox .....	850 00	.....	850 00	35. Perth .....	4122 00	79 00	4201 00	
14. Prince Edward .....	1865 00	.....	1865 00	36. Huron .....	6796 00	52 00	6848 00	
15. Hastings .....	3998 00	34 00	4032 00	37. Bruce .....	4677 00	55 00	4732 00	
16. Northumberl'da .....	3874 00	92 00	3966 00	28. Middlesex .....	6733 00	161 00	6893 00	
17. Durham .....	3406 00	.....	3496 00	39. Elgin .....	3259 00	.....	3259 00	
18. Peterborough .....	2603 00	52 00	2655 00	40. Kent .....	3092 00	155 00	3247 00	
19. Victoria .....	3011 00	.....	3011 00	41. Lambton .....	3203 00	56 00	3259 00	
20. Ontario .....	4476 00	11 00	4487 00	42. Essex .....	2372 00	36 00	2408 00	
21. York .....	5838 00	172 00	6010 00	District of Algoma .....	300 00	.....	300 00	
22. Peel .....	2583 00	17 00	2600 00					
					135857 00	2862 00	138719 00	

## GRAND TOTALS.

	\$ cts.	\$ cts.	\$ cts.
Counties and Districts .....	135857 00	2862 00	138719 00
Cities .....	7303 00	3488 00	10791 00
Towns .....	10212 00	2269 00	12481 00
Villages .....	7252 00	433 00	7685 00
Reserved for new schools and townships imperfectly reported .....	324 00	.....	324 00
	160948 00	9052 00	170000 00

## APPENDIX G.

## FREE PUBLIC SCHOOL LIBRARIES IN ONTARIO.

"The Public School Libraries are becoming the crown and glory of the institutions of the Province."—*LORD ELGIN at the Provincial Exhibition, Sept., 1854.*

"Had I the power, I would scatter libraries over the whole land, as the sower sows his seed."—*HORACE MANN.*

## A.—PROVISIONS OF THE LAW RELATING TO PUBLIC SCHOOL LIBRARIES IN ONTARIO.\*

The following are the general provisions of the law relating to the establishment of public school libraries. They have been inserted for the information and guidance of all parties concerned or interested in the promotion of libraries in townships and school sections in Ontario.

## 1. City and Town Municipal Councils

The *sixieth* section of the Consolidated Common School Act of Upper Canada, provides that the Municipal Council of each city, town or village in Upper Canada is hereby

\* For Library Regulations, see "Library Manual."

invested, within its limits, with the same powers, and shall be subject to the same obligations as are the municipal councils of each county and township, [in regard to libraries, as follows] :—

### *2. County Municipal Councils.*

The *fifty-second* section enacts that each county council shall raise by assessment, such sums of money as it may judge expedient for the establishment and maintenance of a county common school library.

### *3. Township Municipal Councils.*

The *thirty-fourth* section enacts that township councils may levy such sums as they judge expedient for purchasing books for a township library, under such regulations as may be provided in that behalf.

### *4. Trustees of Rural School Sections.*

The *twenty-seventh* section of the Consolidated Common School Act, makes it the duty of trustees \* \* \* (19) to appoint a Librarian, and to take such steps authorized by law as they may judge expedient, for the establishment, safe keeping, and proper management of a school library in their section, whenever provision has been made and carried into effect for the establishment of school libraries.

### *5. Boards of School Trustees in Cities, Towns and Villages.*

The *seventy-ninth* section of the same Act, provides that "It shall be the duty of the Board of School Trustees of every city, town and village respectively \* \* \*

(7) To do whatever they may judge expedient \* \* \* for establishing and maintaining school libraries.

(11) To prepare from time to time and lay before the municipal council of the city, town or village, an estimate of the sums which they think requisite \* \* \* (e) For the establishment and maintenance of school libraries.\*

(15) \* \* \* to appoint a librarian to take charge of school library or libraries when established.

### *6. School Visitors.*

The *one hundred and second* section enacts that school visitors may devise such means as they deem expedient for promoting the establishment of libraries and the diffusion of useful knowledge.

### *7. Boards of Public Instruction.*

The *second* clause of the *ninety-eighth* section empowers county boards of public instruction to adopt all lawful means in their power, as they may judge expedient, to promote the establishment of school libraries and to diffuse useful knowledge in the county or circuit.

### *8. Local Superintendents.*

The *twelfth* clause of the *ninety-eighth* section, sub clause (*f*), enacts that it shall be the duty of each local superintendent to prepare and transmit to the Chief Superintendent of Education an annual report which shall state the number of libraries under his superintendence; their extent, and how established and supported.

### *9. Public Bodies which can Establish School Libraries..*

From the foregoing extracts from the school law, it will be seen that the following municipalities and school corporations are authorized to provide means for the establishment and support of public school libraries in Upper Canada.

1. County, city, town, township, and village councils.
2. Boards of school trustees in cities, towns, and villages.
3. Trustees of rural school sections.

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\* The Board may also raise this money themselves by a direct tax.

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*10. Duties of School Authorities in regard to School Libraries.*

It will also be seen from the above, that it is the official duty and privilege of local superintendents, school visitors, and boards of public instruction, to aid, with their council and advice, in the general establishment of Public School libraries throughout the country.

Where trustees neglect to comply with the library regulations in maintaining the library provided for their section by the municipality, the local superintendent is authorized to withhold the apportionment of the school fund from their section until the regulations are complied with. They likewise subject themselves to the additional penalties, by the twenty-third and thirty-first sections of the Consolidated Common School Act of Upper Canada. The property of every public library is exempt from taxation. *One hundred per cent* is allowed by the Chief Superintendent on all sums over *five dollars* remitted to the Department for library books, maps, apparatus, and prize books.

**B.—STEPS TAKEN BY THE EDUCATION DEPARTMENT FOR ONTARIO TO SUPPLY THE PUBLIC SCHOOLS WITH CHEAP AND USEFUL BOOKS, MAPS, AND APPARATUS, ETC.**

In 1850 and 1851, the Chief Superintendent of Education went to England and the United States, and made special and advantageous arrangements with publishers there to furnish the Department with such books, etc., as might be required, at the lowest rates. These arrangements have been revised from time to time. The last revision was made in 1867, when the Deputy Superintendent was authorized to proceed to England to confer with the leading publishers personally on the subject. From his Report to the Chief Superintendent on the result of his mission, we make the following extracts. He says: "Upon enquiry, I found that none of our old publishers were disposed to offer better terms than I had been enabled to make with them some years ago. The new publishers, too, were as little disposed as the old ones to offer more than the usual trade terms to exporters. With several of the publishers I had some little difficulty, when I first called, to induce them to modify their terms. They alleged that they had already given us their best export terms for cash. After sundry conferences and explanations, they were at length induced, with two or three exceptions, to agree to an additional discount for cash of  $2\frac{1}{2}$ , 5,  $7\frac{1}{2}$  or 10 per cent. (as the case might be) over and above their former rates of discount to the Department. Five per cent. was the average additional discount which I was thus enabled to secure for the Department, together with the advantage, in most cases, as heretofore, of the odd books, viz.:—7 as  $6\frac{1}{2}$ , 13 as 12, or 25 as 24. This additional discount will be quite sufficient to pay the customs duty which has recently been imposed upon books coming into the Province, and thus enable the Department to supply the schools with a very greatly increased variety of books at the old rates, viz.:—on an average currency for sterling prices (*i.e.*, 20 cents for the shilling sterling)."

These arrangements for the purchase of books, &c., having been explained to the Committee of the House of Assembly, appointed to enquire into the matter, together with the terms on which the books are supplied to the schools, the Committee reported to the House upon the facts as follows:—

"Your Committee have also made a thorough investigation of the Depository department, and find that the existing arrangements for purchasing stock *are satisfactory, and well fitted for securing the same on the most favourable terms. The mode of disposing of the books is equally satisfactory.*"

**C.—REGULATIONS OF THE DEPARTMENT FOR SELECTING LIBRARY AND PRIZE BOOKS FOR THE SCHOOLS.**

In his *Special Report* in 1858, the Chief Superintendent thus refers to the regulations for selecting Library and Prize Books for the Schools:—

"If anything could add force to the official documents referred to [detailing the establishment of our library system], it would be the personal testimony of the Earl of Elgin, who was Governor-General of Canada during the whole period of the establish-

ment and maturing of the Normal and Library branches of the school system, who familiarized himself with its working and aided on every possible occasion in its development. On one occasion, his Lordship happily termed the Normal School 'the seed-plot of the whole system'; on another occasion, with no less force than heart, he designated 'Township and County Libraries as the crown and glory of the institutions of the Province.' On his resigning the Government of Canada, Lord Elgin prepared and presented to Her Majesty's Principal Secretary of State for the Colonies an elaborate report of his Canadian administration.

#### LORD ELGIN'S OPINION OF THEM

In that report, dated December, 1854, he devotes several pages to a comprehensive view of our school system, including a minute account of the system of public libraries, and the general machinery and administration of the school law and its results. \* \* \*

After advertizing to the comparative state of education in Upper Canada in the years from 1847 to 1853 inclusive, Lord Elgin proceeds as follows:

"In the former of these years the Normal School, which may be considered the foundation of the system, was instituted, and at the close of the latter, the first volume issued from the Educational Department to the public school libraries, which are its crown and completion. If it may be affirmed of reciprocity with the United States, that it introduces an era in the commercial history of the Province; so may it, I think, be said of the latter measure, that it introduces a new era in its educational and intellectual history. The subject is so important that I must beg leave to say a few words upon it before proceeding to other matters. In order to prevent misapprehension, however, I may observe that the term school libraries does not imply that the libraries in question are specially designed for the benefit of common school pupils. They are, in point of fact, public libraries intended for the use of the general population; and they are entitled school libraries, because their establishment has been provided for in the School Act, and their management confided to the school authorities.

"Public school libraries then, similar to those which are now being introduced into Canada, have been in operation for several years in some States of the neighbouring Union, and many of the most valuable features of the Canadian system have been borrowed from them. In most of the States, however, which have appropriated funds for library purposes, the selection of books has been left to the trustees appointed by the different districts, many of whom are ill qualified for the task, and the consequence has been that the travelling pedlers, who offer the most showy books at the lowest prices, have had the principal share in furnishing the libraries. In introducing the system into Canada, precautions have been taken which, I trust, will have the effect of obviating this great evil.

"In the School Act of 1850, which first set apart a sum of money for the establishment and support of school libraries, it is declared to be the duty of the Chief Superintendent of Education to apportion the sum granted for this purpose by the legislature under the following condition: 'That no aid should be given towards the establishment and support of any school library, unless an equal amount be contributed or expended from local sources for the same object'; and the Council of Public Instruction is required to examine, and at its discretion to recommend or disapprove of text books for the use of schools, or books for school libraries. 'Provided that no portion of the legislative school grant shall be applied in aid of any school in which any book is used that has been disapproved of by the Council, and public notice given of such disapproval.'

"The Council of Public Instruction, in the discharge of the responsibility thus imposed upon it, has adopted, among the general regulations for the establishment and management of public school libraries in Upper Canada, the following rule:—'In order to prevent the introduction of improper books into libraries, it is required that no book shall be admitted into any public school library established under these regulations, which is not included in the catalogue of public school library books prepared according to law; and the principles by which it has been guided in performing the task of selecting books for these libraries, are stated in the following extract from the minutes of its proceedings:

"The Council regards it as imperative that no work of a licentious, vicious, or

immoral tendency, and no works hostile to the Christian religion, should be admitted into the libraries.\*

" '2. Nor is it in the opinion of this Council, compatible with the objects of the public school libraries, to introduce into them controversial works on theology, or works of denominational controversy; although it would not be desirable to exclude all historical and other works in which such topics are referred to and discussed, and it is desirable to include a selection of suitable works on the evidences of natural and revealed religion.

" '3. In regard to works on ecclesiastical history, the Council agree on a selection of the most approved works on each side.

" '4. With these exceptions and within these limitations, it is the opinion of the Council that as wide a selection as possible should be made of useful and entertaining books of permanent value, adapted to popular reading in the various departments of human knowledge; leaving each municipality to consult its own taste, and exercise its own discretion in selecting such books from the general catalogue.

[ " '5. A want having been felt by Local Superintendents, and other local school authorities, of a judicious selection of standard works of fiction for the public libraries, it has been represented to the Council of Public Instruction that such a selection would, to a great extent, supersede the use of pernicious literature in the country, and would conduce to the elevation of literary taste, while the strong desire that is felt for light literature for the leisure hour could thus be innocently gratified. The Council acceded to the wish thus expressed in 1868, and have authorized a selection of works of fiction to be placed on the catalogue.]

" '6. The including of any books in the general catalogue is not to be understood as the expression of any opinion by the Council in regard to any sentiments inculcated or combated in such books; but merely as an acquiescence on the part of the Council in the purchase of such by any municipality, should it think proper to do so.

" '7. The general catalogue of books for public school libraries may be modified and enlarged from year to year as circumstances may suggest, and as suitable new works of value may appear.

" The catalogue above referred to, and of which I enclose a copy, affords ample proof of the intelligence and liberal spirit in which the principles above stated have been carried out by the Council of Public Instruction. The Chief Superintendent observes, that in the case of the libraries established up to the present time, the local authorities have, in a large number of instances, assigned the task of selecting books to the Chief Superintendent; that in some they have, by a committee of one or more of themselves, chosen all the books desired by them, and that in others they have selected them to the amount of their own appropriation, requesting the Chief Superintendent to choose the remainder to amount of the apportionment of the library grant. The Chief Superintendent recommends the last as a preferable mode. The total number of volumes issued from the Educational Department to public libraries in Upper Canada, from November, 1853, when the issue commenced, to the end of August last, was 62,866. [And to the end of 1869, 237,648—or, including those sent out as prizes, &c., &c., 691,561, or nearly 700,000 volumes—nearly ten times the number sent out in Lord Elgin's time.]"

#### D.—REMARKS ON THE FOREGOING BY THE CHIEF SUPERINTENDENT OF EDUCATION.

In addition to the recognition of these principles, the Chief Superintendent has deemed it essential, in a national system of school libraries, to provide for the accomplishment of the following objects :

1. The prevention of the expenditure of any part of the library fund in the purchase and circulation of books having a tendency to subvert public morals, or vitiate the public taste.

2. The protection of any local parties from imposition, by interested itinerant book vendors, in regard to both the prices and the character of books introduced into their libraries.

\* The first and part of the second of these paragraphs have been adopted verbatim in the new School Law and Regulations of New Brunswick relating to public libraries.

3. The placing of the remotest municipalities upon an equal footing with those adjoining the metropolis, in regard to the terms and facilities of procuring books, with the single exception of their transmission—which is now becoming safe and easy to all parts of Ontario.

4. The selection, procuring, and rendering equally acceptable to all the school municipalities of the land, of a large variety of attractive and instructive reading books, and that upon the most economical and advantageous terms.

5. The removal of restrictions upon local exertion, either as to the sums raised, or the manner of raising them, whether in a school section, or township or county, and the encouragement of such exertions, by proportioning in all cases the amount of public aid to the amount raised by local effort.

#### E.—REGULATIONS FOR THE SUPPLY OF LIBRARY AND PRIZE BOOKS, MAPS AND APPARATUS TO THE PUBLIC SCHOOLS.

These regulations are as follows :—

“ 1. The Chief Superintendent will add one hundred per cent. to any sum or sums, not less than five dollars, transmitted to the Department by the Municipal and School Corporations, on behalf of Grammar and Common Schools ; and forward Public Library Books, Prize Books, Maps, Apparatus, Charts, and Diagrams, to the value of the amount thus augmented, upon receiving a list of the articles required. In all cases, it will be necessary for any person, acting on behalf of the Municipal or Trustee Corporation, to enclose or present a written authority to do so, verified by the corporate seal of the Corporation. A selection of Maps, Apparatus, Library and Prize Books, &c., to be sent, can always be made by the Department, when so desired.

“ 2. Catalogues and forms of Application will be furnished to School authorities on their application.

“ 3. If Library and Prize Books be ordered, in addition to Maps and Apparatus, it will be necessary for the Trustees to send not less than five dollars additional for each class of books, &c., with the proper forms of application for each class.

“ 4. The one hundred per cent. will not be allowed on any sum less than five dollars, for each of the three classes of articles, viz.: (1) maps, and apparatus, (2) library and (3) prize books. Text books cannot be furnished on the terms mentioned above: they must be paid for at the net catalogue prices.

“ 5. In cases where the Books ordered are not in stock, the Department selects and sends others of a like character, subject, however, to the approval of the trustees, &c. If any errors be discovered, they should be notified at once, and the invoice returned, in order that the errors may be rectified. Should additional books be required, directions should be given as to the mode of their transmission.

“ 6. In order to prevent the introduction of improper books into the Libraries, it is required that no book shall be admitted into any Public School Library established under these regulations which is not included in the authorized list of Public School Library Books.

“ 7. In transmitting an order for any of the articles on sale at the Depository, it should be accompanied with a remittance—and directions should also be given as to the parties to whom the parcel should be sent. When the article ordered is not in stock, the nearest selection to it is made, subject, however, to the approval of Trustees, &c. Nearly all the Apparatus sent out is of Canadian Manufacture. In making out orders the titles of Books need not be given, the number and page on catalogue are all that is necessary.”

#### F.—FOUR KINDS OF LIBRARIES WHICH MAY BE ESTABLISHED UNDER THE DEPARTMENTAL REGULATIONS.

“ The Public School Libraries are becoming the crown and glory of the institutions of the Province.”—*Lord Elgin.*

“ Had I the power, I would scatter Libraries over the whole land, as the sower sows his seed.”—*Horace Mann.*

Under the regulations of the Department, each County Council can establish four

*classes* of libraries in their Municipality as follows: City, Town, Village, and Township Councils can establish the first three classes, and school trustees either of the first or third classes.

1. An ordinary *Common School Library* in each school house for the use of the children and ratepayers.
2. A *General Public Lending Library*, available to all the ratepayers of the Municipality.
3. A *Professional Library* of books on teaching, school organization, language and kindred subjects, available to teachers alone.
4. A Library in any *Public Institution*, under control of the Municipality, for the use of the inmates, or in the *County Jail*, for the use of the prisoners.

We cannot too strongly urge upon School Trustees the importance and even necessity of providing, (especially during the autumn and winter months,) suitable reading books for the pupils in their school, either as prizes or in libraries. Having given the pupils a taste for reading and general knowledge, they should provide some agreeable and practical means of gratifying it.

#### G.—PROFESSIONAL BOOKS SUPPLIED TO LOCAL SUPERINTENDENTS AND TEACHERS.

1. In this catalogue are given the net prices at which the books and school requisites enumerated therein may be obtained by the Public Educational Institutions of Ontario, from the Depository in connection with the Department. In each case, cash must accompany the order sent.

2. Text-books must be paid for at the full catalogue price. Colleges, private and Sunday schools, will be supplied with any of the articles mentioned in the catalogue at the prices stated. Local Superintendents and teachers will also be supplied, on the same terms, with such educational works as relate to the duties of their profession.

#### H.—SUNDAY SCHOOL BOOKS AND REQUISITES

Application having been frequently made to the Department for the supply from its Depository of Sunday School Library and Prize Books, Maps and other requisites, it is deemed advisable to insert the following information on the subject.

1. The Department has no authority to grant the one hundred per cent. upon any remittance for Library or Prize Books, Maps or Requisites, except on such as are received from Municipal or Public School Corporations in Ontario. Books, Maps and other Requisites suitable for Sunday Schools, or for Library or other similar Associations, can, however, on receipt of the necessary amount, be supplied from the Depository at the net prices, that is about twenty-five or thirty per cent. less than the usual current retail prices.

2. The admirable books published in England by the Society for Promoting Christian Knowledge, and by the London Religious Tract Society, are furnished from the Societies' catalogues at currency for sterling prices (*i.e.* a shilling sterling book is furnished for twenty cents Canadian currency, and so on in proportion). These two catalogues will, as far as possible, be furnished to parties applying for them. Books suitable for Sunday Schools are received from the other large religious societies, Presbyterian and Methodist, and from the various extensive publishers in Britain and the United States, but the list will be too extensive to publish separately.

3. On receiving the necessary instructions, a suitable selection can be made at the Department, subject to the approval of the parties sending the order. Any books, maps, &c., not desired, which may be sent from the Depository, will be exchanged for others, if returned promptly and in good order.

#### I.—ROUTINE IN THE DEPARTMENT IN REGARD TO THE DEPOSITORY.

From the Report of the Committee of the House of Assembly, and from the Memo-

randum of the Deputy Superintendent laid before the House of Assembly in 1869, with the Chief Superintendent's Return on the subject, we select the following passages relative to the routine observed in the management of the Depository.

1. The Committee of the House of Assembly report as follows:—

"Your Committee find that the system adopted by the Department is of so thorough and complete a character, that no funds can by any possibility be received without being checked by proper officers, whose several duties require them to make entries in various books, through which every item can readily be traced.

"They find that all moneys received by the Department are regularly deposited to the credit of the Government, with the exception of moneys intended to be disbursed in the purchase of articles outside of the institution [Trustees' School seals merely], and that all expenditures are made by cheque, properly countersigned by the different hands of the department to which they respectively belong.

"They find that a perfect system of registration of every communication received by the department is maintained, by means of which, the several officers to whose department the communication has reference, are immediately apprized of the contents, and answers are promptly returned to the same.

"Your Committee find that the amount yearly received by the Department from the Municipalities for books, maps, &c., is very considerable, amounting in 1868, to \$29,004  $\frac{2}{10}$ %, which sum is paid directly into the Public Treasury, and should be regarded as an offset against the amount granted to the Department."

2. The memorandum of the Deputy Superintendent states that all orders for England or the United States for books and requisites are prepared by him for approval by the Chief Superintendent. Requisitions for articles to be manufactured in the City are supervised by him for approval by the Chief, before having them submitted to tender by the Clerk of Libraries. [Requisitions to the Stationery Office, and all orders for printing to the Queen's Printer from the Department and Normal School, are made in the same manner.]

All contracts, agreements, bills and invoices, are examined, and payment recommended by the Deputy. Bills for articles despatched are compared with the sales paper, and approved by him before being sent off by post.

The selling prices of all library and prize books, and all other school requisites received from England and elsewhere, are, under the general scale approved by the Chief Superintendent, determined by the Deputy for the Clerk of Libraries, before their being marked and put away in their places.

The selection of books for local school libraries and prizes, after revisal by the Clerk of Libraries, is examined and approved by the Deputy Superintendent before despatch. The object of this additional supervision is to see that the style, character, and number of the books selected are in accordance with the order and wishes of the Municipal Council, or Grammar, Common, or Separate School Trustees sending the remittance. This care is the more necessary in cases—now becoming more numerous every year—when parties leave the selection of library and prize books entirely to the Department. In such cases, regard is had to the condition of the school, the number and ages of the scholars, the character of the neighbourhood, whether old or new settlement, and the attainments of the pupils, the nature of the population, whether Protestant or Roman Catholic, or mixed nationality—whether Irish, Scotch, or German, &c., or any other peculiarity suggested by the parties sending the order, or incident to the case.

NOTE.—Great care is taken to prevent the occurrence of mistakes in the Depository, and hitherto with very gratifying success. As a matter of routine, each clerk having anything to do with an order affixes his initials to it, indicating that part of it for which he is responsible. Thus, in case of complaint, which rarely occurs, any neglect or omission is readily traced. In a year's transactions, involving the sending out about \$35,000 worth of material to the schools, not more than from six to eight such cases occur. When they do, the cause is fully inquired into, and every explanation given. In most instances, it has been found that the fault or oversight has been with the parties themselves.

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### J.—PRINCIPAL ARTICLES OF CANADIAN MANUFACTURE.

The Canadian School Apparatus embraces, among other things, Planetariums, Tel-lurians, Lunarians, Celestial Spheres, Numeral Frames, Geometrical Forms and Solids, &c. Also, a great variety of Object Lessons, Diagrams, Charts and Sheets. Magic Lanterns, with suitable slides, from \$2.40 to \$1.20 with objects, Telescopes, Barometers, Chemical Laboratories, beautiful Geological Cabinets, and various other Philosophical Apparatus in great variety. Catalogues and printed Forms of Application may be had at the Depository.

General School Room Maps, Raised Maps, Map Cases, Rotary Map Stands, Globes, and Elementary School Apparatus relating to Astronomy, Natural Philosophy, Pneumatics, Electricity, Electro-Magnetism, Optics, Chemistry, &c., &c., may be obtained by schools at the Depository of the Education Department, Toronto.

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### APPENDIX H.

#### LIST OF AUTHORIZED TEXT BOOKS.

(Sanctioned by the Council of Public Instruction for use in the Grammar Schools of Ontario).

NOTE.—In the following list some books are *prescribed* under the authority of the fifteenth section of the Consolidated Grammar School Act, and approved by the Lieutenant-Governor, and others are *recommended*. The use of the books *recommended* is discretionary with the Board of Trustees. The Council has decided that the books on English subjects authorized for Grammar Schools may also be used in Common Schools.

#### I. LATIN.

##### TEXT BOOKS PRESCRIBED :

Harkness's New Series, viz. :

1. An Introductory Latin Book. By Albert Harkness, Ph. D.
2. A Latin Reader, intended as a Companion to the Author's Latin Grammar. By Albert Harkness, Ph. D.
3. A Latin Grammar for Schools and Colleges. By Albert Harkness, Ph. D.

*If preferred, the following may be used instead of the above series :*

Arnold's First and Second Latin Books and Practical Grammar, revised and corrected. By J. A. Spencer, D.D.

A Smaller Grammar of the Latin Language. By William Smith, LL.D.

##### LATIN DICTIONARY RECOMMENDED : (See note above.)

A Latin-English and English-Latin Dictionary. By Charles Anthon, LL.D., or, The Young Scholar's Latin-English and English-Latin Dictionary. By Joseph Esmond Riddle, M.A.

#### II. GREEK.

##### TEXT BOOKS PRESCRIBED :

A First Greek Book, comprising an Outline of Grammar and an Introductory Reader. By Albert Harkness, Ph. D.

A Smaller Grammar of the Greek Language, abridged from the larger Grammar of Dr. George Curtis.

##### GREEK LEXICON RECOMMENDED : (See note above.)

Liddell and Scott's Greek-English Lexicon.

### III. ANCIENT HISTORY, CLASSICAL GEOGRAPHY, AND ANTIQUITIES.

#### TEXT BOOKS PRESCRIBED :

- A Manual of Ancient History. By Dr. Leonhard Schmitz.  
First Steps in Classical Geography. By Prof. James Pillans.

#### CLASSICAL DICTIONARIES, &c., RECOMMENDED : (See preceding note.)

- A Classical Dictionary of Biography, Mythology, and Geography. By Wm. Smith,  
**LL.D.**

- A Dictionary of Greek and Roman Antiquities. By Wm. Smith, LL.D., or,  
A Classical Dictionary. By Charles Anthon, LL.D.  
A Manual of Roman Antiquities. By Charles Anthon, LL.D.  
A Manual of Greek Antiquities. By Charles Anthon, LL.D.

### IV. FRENCH.

#### TEXT BOOKS PRESCRIBED :

- The Grammar of French Grammars. By Dr. V. De Fivas, M.A.  
An Introduction to the French Language. By De Fivas.  
History of Charles XIII. of Sweden. By Voltaire.  
Horace: A Tragedy. By Corneille.  
A Complete Dictionary of the French and English Languages. By Gabriel Surenne.  
Spiers' New Abridged Edition.

### V. ENGLISH.

#### TEXT BOOKS PRESCRIBED :

- The Canadian National Series of Reading Books. (Authorized edition.)  
The Spelling Book, a Companion to the Reader. (Authorized edition.)  
Miller's Analytical and Practical English Grammar. (Authorized edition.)  
An English Grammar for Junior Classes. By H. W. Davies, B.D. (Authorized edition.)  
A History of English Literature, in a Series of Biographical Sketches. By William Francis Collier, LL.D.

### VI. ARITHMETIC AND MATHEMATICS.

#### TEXT BOOKS PRESCRIBED :

- National Arithmetic in Theory and Practice. By J. H. Sangster, M.A., M.D. (Authorized edition.)  
Elementary Arithmetic for Canadian Schools. By the Rev. Barnard Smith, M.A., and Archibald McMurchy, M.A.  
Elements of Algebra. Todhunter's or Sangster's.  
Euclid's Elements of Geometry. Potts' or Todhunter's.

### VII. MODERN GEOGRAPHY AND HISTORY.

#### TEXT BOOKS PRESCRIBED :

- Lovell's General Geography. (Authorized edition.) By J. George Hodgins, LL.D., Barrister-at-Law.  
Easy Lessons in General Geography. By ditto. (Authorized edition.)  
A School History of the British Empire. By William Francis Collier, LL.D.  
A History of Canada and of the other British Provinces of North America. By J. George Hodgins, LL.D., Barrister at-Law.  
Outlines of General History. By William Francis Collier, LL.D.

#### TEXT BOOK RECOMMENDED :

- The Great Events of History. By William Francis Collier, LL.D.

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### VIII. PHYSICAL SCIENCE.

#### TEXT BOOKS PRESCRIBED (See preceding note.)

Introductory Course of Natural Philosophy. Edited from Ganot's Popular Physics, by W. G. Peck, M.A.

How Plants Grow: a Simple Introduction to Botany, with Popular Flora. By Asa Gray, M.D.

Hooker's Smaller Treatise on Physiology.

### IX. MISCELLANEOUS.

#### TEXT BOOKS RECOMMENDED : (See preceding note.)

A Comprehensive System of Book-keeping, by Single and Double Entry. By Thomas R. Johnson.

Field Exercise and Evolutions of Infantry. Published by Authority. Pocket Edition (for Squad and Company Drill).

The Modern Gymnast. By Charles Spencer.

A Manual of Vocal Music. By John Hullah.

Three-Part Songs. By H. F. Sefton. (Authorized edition.)

*National Mensuration.*

*Scripture Lessons—Old and New Testaments.* (National.)

*Lessons on the Truth of Christianity.* (National.)

The following books, approved by the whole Committee of the Council of Public Instruction for Quebec, are also sanctioned for use by French pupils, in Common Schools of this Province in which there are both Protestant and Roman Catholic pupils:

Cours d'Arithmetique Commerciale. (Senecal, Montreal.)

Abrege de la Geographie Moderne. (Société d'Education du Quebec.)

La Geographie Moderne de M. Holmes, M.A.

Grammaire pratique de la Langue Anglaise. Par P. Saddler. (Paris.)

Traite Elementaire d'Arithmetique. Par F. X. Toussaint.

Le Premier Livre de L'Enfance (de Poitevin),

Cours de Versions Anglaises. Par P. Saddler. (Paris.)

Grammaire Française Elementaire. Par F. P. B.

For German Schools, Klotz's German Grammar is sanctioned.

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### APPENDIX I.

#### THE EDUCATIONAL MUSEUM FOR ONTARIO.

##### 1. Rules for the Admission of Visitors to the Educational Museum, Toronto.

I. The Museum is open daily for Exhibition, Sundays and Holidays excepted, from 9 a.m. until 5 p.m.

II. All persons are freely admitted, upon registering their names in the Visitors' Book at the Education Office.

III. Sticks and Umbrellas to be left in the Visitors' Room.

##### 2. Character and Objects of the Museum.

1. This Educational Museum is founded after the example of what is being done by the Imperial Government as a part of the system of popular education—regarding the indirect as scarcely secondary to the direct means of training the minds, and forming the taste and character of the people. It consists of a collection of school apparatus for Common and Grammar Schools, of Models of Agricultural and other implements, of

specimens of the Natural History of the Country, Caste of Antique and Modern Statues and Busts, &c., selected from the principal Museums of Europe, including busts of some of the most celebrated characters in English and French History ; also copies of some of the works of the great Masters of the Dutch, Flemish, Spanish, and especially of the Italian Schools of Painting. These objects of Art are *labelled*, for the information of those who are not familiar with the originals, and a descriptive historical catalogue of them can be purchased at the Museum. In the evidence given before the Select Committee of the British House of Commons, it is justly stated that, "the object of a National Gallery is to improve the public taste, and to afford a more refined description of enjoyment to the mass of the people ;" and the opinion is at the same time strongly expressed, that as "people of taste going to Italy, constantly bring home beautiful modern copies of beautiful originals," it is desirable, even in England, that those who have not the opportunity or means for travelling abroad should be enabled to see, in the form of an accurate copy, some of the celebrated works of Raffaelle and other great masters ; an object no less desirable in Canada than in England. What has been thus far done in this branch of public instruction, is in part the result of a small annual sum, which, by the liberality of the Legislature, has been placed at the disposal of the Chief Superintendent of Education, out of the Ontario share of the School Grants, for the purpose of improving school architecture and appliances, and to promote arts, science, and literature by means of models, objects and publications, collected in a museum in connection with this department.

### *3. Principal Contents of the Museum.*

2. The Museum contains a large selection of objects of art, models, &c., arranged under the following heads, as detailed in the Reports of 1856 and 1857, pages 246 and 106 :—

#### I. SCULPTURE:

1. Greek and Roman Antiques.
2. Modern French and English.
3. Assyrian.
4. Egyptian.
5. Architectural.

#### III. ENGRAVINGS.

1. On Steel and Copper.
2. Lithographs.
3. Chromo-Lithographs.

#### II. PAINTINGS :

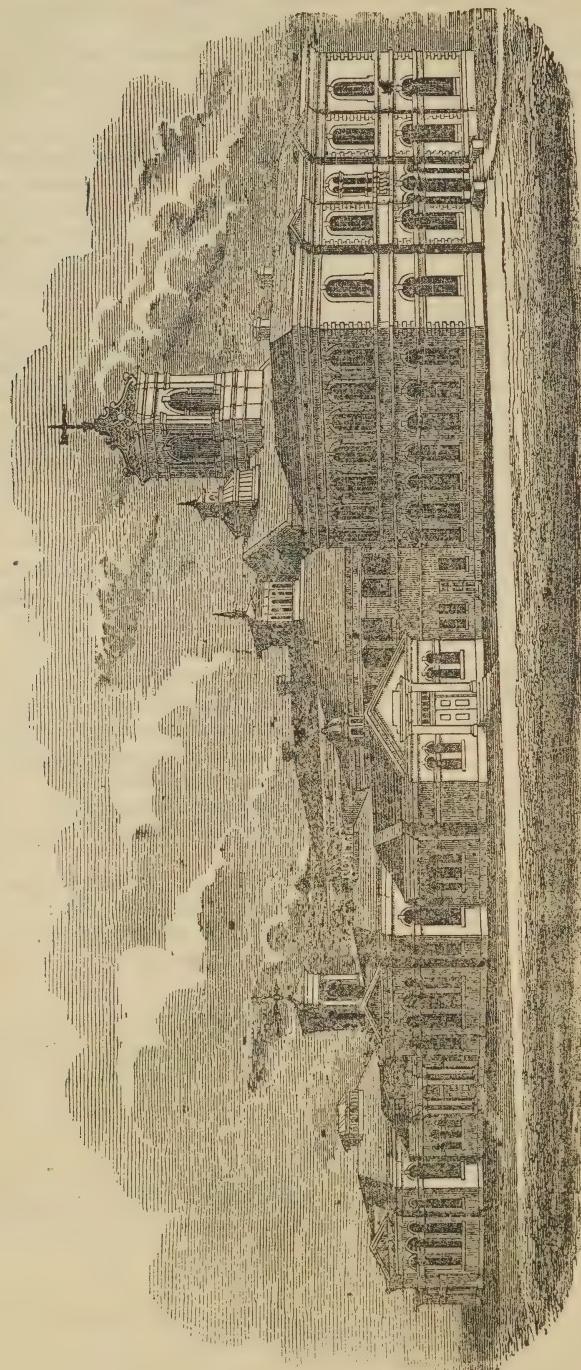
1. Italian School.
2. Flemish School.
3. Dutch School.
4. Miscellaneous Dutch and Flemish.
5. German School.
6. French School.
7. Spanish School.

#### IV. WORKS ILLUSTRATING THE HISTORY OF ART, &c. :

1. In French and Italian.
2. In English.

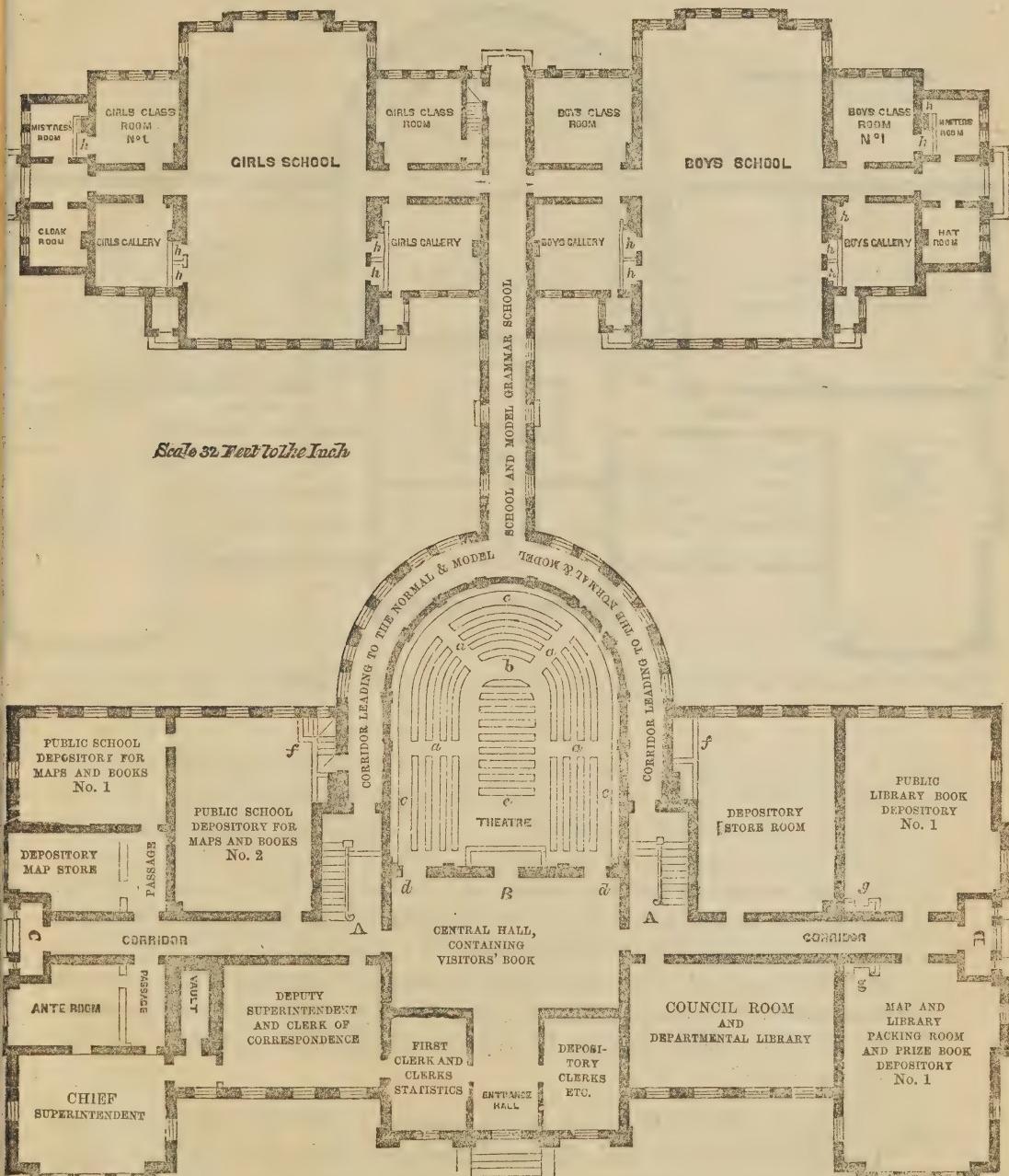
#### V. OTHER OBJECTS OF INTEREST :

1. Illustrations of Mediæval History, Figures in Armour, Weapons, &c.
2. Maps and Plans in Relief.
3. Specimens of Natural History.
4. Geological Specimens.
5. Models of Agricultural Implements.
6. Philosophical Models and School Apparatus.
7. Photographs, Copies of Porcelain and Rock Crystal Ware, Decorative Plate, Bronzes, &c., &c.



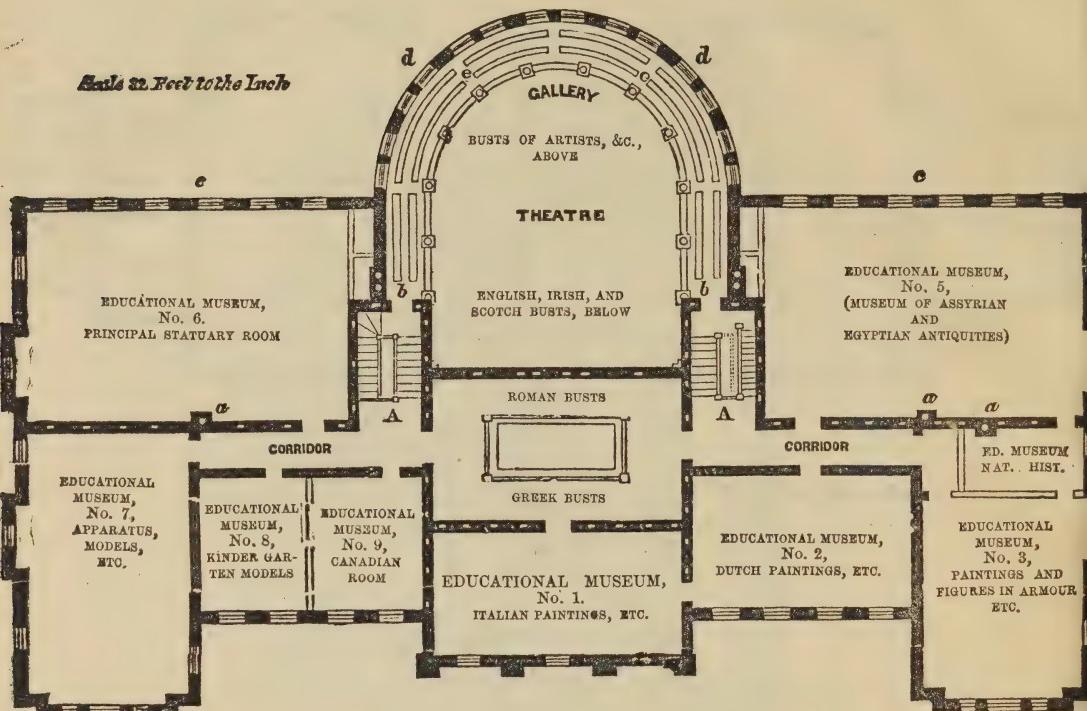
DEPARTMENT OF PUBLIC INSTRUCTION FOR ONTARIO, VICTORIA SQUARE.

*The Education Offices are on the First Floor to the left; the Museum Rooms up Stairs; the Normal School (not shown) is in a new building in the rear, facing Gerrard Street, and the Model Schools between the Education Offices and the Normal School.*



PLAN OF THE GROUND FLOOR OF THE EDUCATIONAL DEPARTMENT.—No. 1.

*Scale 32 Feet to the Inch.*



PLAN OF EDUCATIONAL MUSEUM.—FIRST FLOOR OF THE EDUCATIONAL DEPARTMENT.—No. 2.

[*Key to References on Plan No. 1.*—North of the central hall is the theatre, with the lecturer's entrance in the centre, *B*; and side entrances, east and west, *d*, *d*, for the public. Here the aisles are marked *a*, *b*, *c*, with seats arranged between them; the lecturer's platform being placed between *B* and *e*. This portion of the theatre is designed to accommodate 470 persons, and the galleries 150, making in all 620. Around the theatre, and beneath its gallery, are east and west corridors leading to the Model Schools, and the Normal School in the new building in the rear, facing Gerrard Street. *A*, *A*, staircases leading to the first floor; *C* and *D*, west and east entrances to the Department and the Depository; *f f* and *g g* are ventilators leading from the different rooms to the cupola at the top of the building, where they are discharged.]

[*Key to References on Plan No. 2.*—*A, A*, lobbies at the head of the principal staircases leading to the east and west corridors respectively—off which are the rooms of the Museum; *a, a, a*, ventilators connecting with those from below; *b, b*, doors on the first landing, leading to the east and west galleries of the theatre; *c, c*, northern tier of windows of the principal statuary room and School of Art; *d, d*, northern tier of windows of the theatre gallery; *e, e*, aisles and seats of the theatre gallery.]

## APPENDIX J.

## COMMUNICATIONS WITH THE EDUCATION DEPARTMENT.

As many parties in correspondence with the Education Department do not comply with the postage law in the pre-payment of their letters (thereby increasing the postage charge by nearly fifty per cent.), the effect has been to swell unduly this item of the contingencies of the department. It may be that this omission arises from the impression that the official correspondence of the Educational branch of the public service, like that of the Dominion Executive Departments, goes free. But this is an entire mistake, as it is necessary to pre-pay all letters to the Provincial Departments. It will be necessary, therefore, that all correspondence with this department be pre-paid (as it is on letters, &c., going from the department), and that thinner paper be used in all cases. Several letters that might occupy but one page have been received written on large thick paper, and embracing four pages. Foolscap paper should be used where practicable; and only such portion of it sent as may be written on. All other portions have to be cut off when the letter is filed in the department.

*Pre-payment of Postage on Books and Parcels.*

2. According to the postage law, the postage on all books, parcels, printed circulars, &c., sent through the post, must be pre-paid by the sender at the rate of one cent per ounce. Local superintendents and teachers ordering books from the Educational Depository, will, therefore, please send such an additional sum for the payment of this postage at the rate specified, as may be necessary.

*Regulations in regard to Grammar, Common and Separate School Returns.*

5. All official returns to the Chief Superintendent, or a Local Superintendent, which are made upon the printed blank forms furnished by the Education department, *should be pre-paid one cent, and open at each end*, so as to entitle them to pass through the post as printed papers. No letters should be enclosed with such returns.

*Appeals and Miscellaneous Communications to the Education Department for Ontario.*

4. *Appeals to the Chief Superintendent of Education.*—All parties concerned in the operations of the Grammar and Common School Laws, have the right of appeal to the Chief Superintendent of Education; and he is authorized to decide such questions as are not otherwise provided for by law. But for the ends of justice,—to prevent delay and save expense, it will be necessary for any person thus appealing:—1. To furnish the party against whom the appeal may be made with a correct copy of his communication to the Chief Superintendent, in order that such party may have an opportunity of transmitting any explanation or answer deemed expedient. 2. To state expressly in the appeal that the opposite party has been thus notified; as it must not be supposed that the Chief Superintendent will decide, or form an opinion on any point affecting different parties without hearing both sides—whatever delay may at any time be occasioned in order to secure such a hearing. Application for advice in Township Common School matters, should, in all cases, be *first* made to the Local Superintendent having jurisdiction in the Municipality.

5. *The Journal of Education* having been constituted by the Governor in Council, the official medium of communicating all departmental intelligence and information, parties should refer to its pages on matter relating to the apportionment, regulations, blank reports, Depository, Normal School, &c.

6. *Communications generally.*—The parties concerned are left to their own discretion as to the forms of all communications relating to schools for which specific instructions are not furnished by the Department; but they are requested to use large sized or foolscap paper, and to keep copies of their letters. In *all* communications, however, the NUMBER OF THE SCHOOL SECTION, and the NAME OF THE TOWNSHIP AND POST OFFICE with the OFFICIAL TITLE of the writer, should be given; and also the NUMBER and DATES of any previous correspondence on the same subject.

7. *Communications with the Government relating to Schools* should be made through the Education Department, Toronto, as all such communications not so made are referred to the Chief Superintendent of Education, to be brought before the Lieutenant-Governor through the proper department—which occasions unnecessary delay and expense.

8. *Communications relating to the Journal of Education; to the Educational Depository; to Public Libraries; or to the Superannuated Teachers' Fund, School Accounts, Poor Schools, &c.* should be written on separate sheets from letters of appeal, or on legal questions, in order that they may be separated and classified in the Department,

*Documents furnished Annually by the Education Department to the School Officers of Ontario.*

The following are furnished gratuitously by the Education Department of Ontario to various school officers, viz.:—

1. *The Journal of Education for Ontario* is sent monthly to each of the Trustee Corporations in the rural school sections; to the Boards of Grammar and Common School Trustees; to the Local Superintendents; to the Trustees of each of the Separate Schools, and to each County Clerk and Treasurer, Exchanges, &c., &c. Total 5,400 copies.

The *Journal* has been constituted the official medium of communicating all Departmental intelligence. It is regularly sent by the publishers, about the first of each month, to the official address of the parties above enumerated. Should they fail in any case to receive it, immediate notification of the fact should be sent to the Education Office. Missing numbers can generally be supplied. To the public the price is \$1 per annum—payable in advance. Back volumes, since 1848 (the first year of its existence) can be furnished on the same terms.

2. *The School Registers*, for recording the attendance, recitations, and deportment of pupils, are furnished to each of the Grammar and Common Schools, and to the Separate Schools in Ontario. Total about 5,000 copies. The registers are sent annually to the County Clerks, for gratuitous distribution, through the Local Superintendents.

3. *The Trustees' Half-Yearly Reports* are sent every six months, through the Local Superintendents, to the Trustees of each school section. Those for the Grammar Schools, and Roman Catholic separate Schools, are sent direct from the Department. Total sent out annually, 10,000.

4. *The Trustees' Blank Annual Reports* are annually sent through the Local Superintendents, to each of the Trustee Corporations in the rural school sections. Total about 4,500 copies.

5. *The Blank Annual Reports*, from which the General Annual Report of the Department is compiled, is sent to the Local Superintendents and Boards of Common School Trustees, and Boards of Grammar School Trustees. Total number sent out annually, 600 copies.

6. *Auditors', Treasurers', and Sub-Treasurers' Returns* are sent to about 500 of these officers to be filled up and returned.

7. *The Chief Superintendent's Annual Report* to His Excellency the Lieutenant Governor, printed by order of the House of Assembly, is also sent to each of the rural Trustee Corporations: to Boards of Common School Trustees in Cities, Towns, and Villages; to Boards of Grammar School Trustees: to Boards of Public Instruction; to Local Superintendents; and to Separate School Trustees, besides copies to other parties. Total number sent out annually, about 4,500 copies.

8. *Various Forms*.—Forms are also sent, from time to time, to Superannuated Teachers, Trustees (for Maps, Prizes, &c.), Normal School Students, &c., about 800 copies.

*Letters Received and Sent Out by the Department.*

During the Years .....	1852	1853	1854	1855	1856	1857	1858
Number of letters received .....	2996	4015	4920	5338	5739	6294	6431
Average number per week .....	57	77	95	102	110	121	124
Number of letters sent out.....	1430	1936	2581	3764	3966	3542	4627
Average number per week .....	27	37	50	72	77	68	88

1859	1860	1861	1862	1863	1864	1865	1866	1867	1868	1869
6468	7121	7215	6495	6365	6655	7263	8373	8243	8409	8422
125	137	138	126	122	128	139	161	159	161	162

1860	1861	1862	1863	1864	1865	1866	1867	1868	1869	
5823	6015	5656	4955	5054	5415	5833	5186	5581	5802	5743
112	116	108	95	97	104	112	100	107	111	110

*Recapitulation.*—Total number of copies prepared, or printed, and sent out annually from the Education Department for Ontario :

	Copies.		Copies.
1. Journal of Education .....	5,400	7. Chief Superintendent's Report..	4,500
2. School Registers .....	5,000	8. Various Forms, about.....	800
3. Trustees' Blank Half-Yearly Reports .....	10,000	9. Letters, &c., sent out and received .....	14,200
4. Trustees' Blank Annual Reports..	4,500	10. Circulars, about.....	800
5. Local Superintendents' Blank Annual Reports.....	600		
6. Auditors' and Treasurers' Blank Returns.....	500		
		Grand Total per year...	46,300







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